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ABSTRACT

This training manual is intended for teachers new to adult basic education programs and attempts to cover certain aspects and knowledge areas relevant to the adult learner's situation. Chapter 1 outlines what teachers and students need to know. For teachers this includes content knowledge, learner characteristics, interpersonal skills, and diagnostic-prescriptive skills; included for students are basic skills, GED skills, and related life skills. The goals, history, purpose of adult education, definitions related to adult education, and the demographics that affect local programs are discussed in chapter 2. The third chapter reviews the economic, social, psychological, and learning characteristics of students that teachers need to recognize and the attitudinal and instructional characteristics required of teachers. The chapter on instructional techniques and approaches suggests, among other things, that the teacher apply principles of adult learning to instructional situations; adapt instruction to the needs, interests, and abilities of adults; and arrange flexible learning situations. Chapter 5 identifies the generally available and most used materials, choosing and evaluating materials, and the resources available to help teachers meet student needs. Suggestions for the recruitment, counseling and retraining of students are presented in chapter 6. The next chapter discusses testing, while the final chapter is on keeping, interpreting, and using student and program record information. Following a 72-item glossary, appendixes include a statement of handbook objectives, revisions in the Adult Education Act, and a compilation of recruitment procedures. (BPB)

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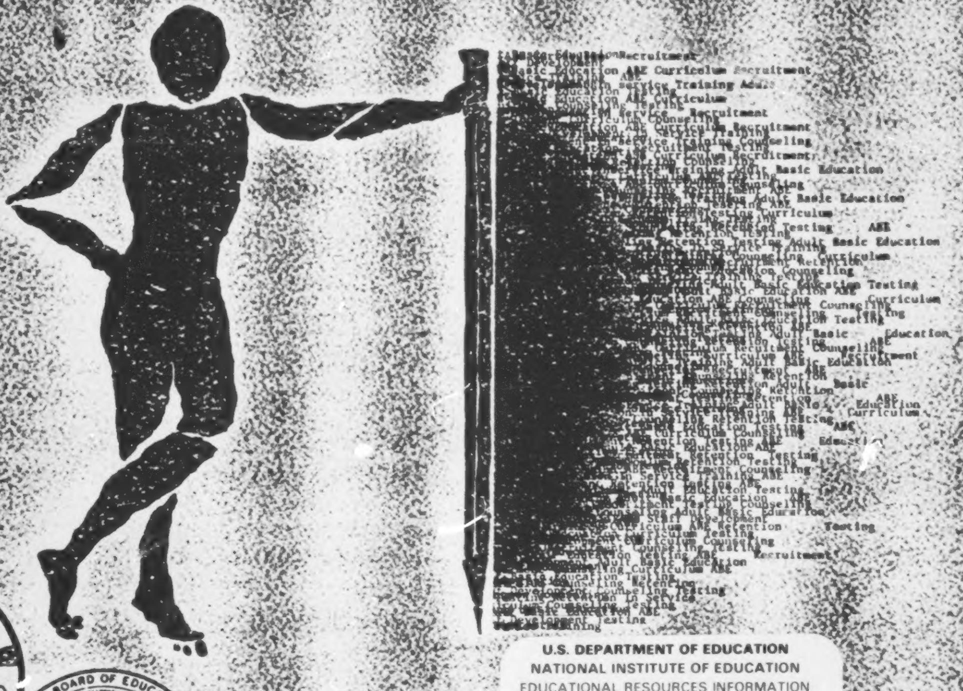
TRAINING MANUAL FOR ABE/GED TEACHERS

Entry Level



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TRAINING MANUAL FOR ABE/GED TEACHERS

ENTRY LEVEL

Directed by

Harry P. Muir and Theodore W. Wischropp
in cooperation with the
Project Advisory Council

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ACKNOWLEDGEMENT

This manual not only represents the combined efforts of the advisory council and the project directors, but also the practitioners in adult basic education around the state of Kansas who took the time to complete and return surveys sent out by the advisory council. Throughout the duration of the project important input has been supplied to the advisory council on an informal basis through interviews, telephone calls, and conversations at various meetings where state leaders in the field of adult basic education have gathered. A special thanks is accorded to Sister Peter Parry and Sandra Bible whose contributions in the sections on mathematics and English as a second language were invaluable. Special recognition is also extended to Deborah Goodman for her editing assistance and to Mary Sebaugh who did all of the typing, notetaking, and much of the correspondence to bring the project to a successful conclusion.

DEDICATION

This manual is dedicated to the memory of W.W. Lee. Without the technical assistance and encouragement of Mr. Lee, this project would never have been started. It is hoped that his knowledge and years of experience in the field of adult basic education will be reflected somewhat in the pages of this manual.

PREFACE

The philosophy behind the selection of the Advisory Council for the writing of the ABE/GED State Training Manual was based upon a premise that Continuing Education at KSU should serve in a facilitative role in bringing together the experts in ABE/GED which were available throughout the state of Kansas. Rather than having the university academician tell the practitioners how to write a manual, the project directors felt that their offices should serve in the facilitative role of bringing together statewide experts to actually write the manual. Resource people selected and researched a great deal of information from an ERIC document search as well as other local and regional materials in order to get a feel for the background of the materials available in the field. With the background of knowledge following the ERIC search participants were then able to use that research and their own personal experiences to begin to write the training manual.

Rationale for selecting the individuals to help with the grant was as follows:

1. Geographical representation based upon the statewide cluster groups.
2. Representation based upon rural/urban, different types of resource centers, etc.
3. Representation based upon amount of expertise in the field (a mixture of center coordinators, cluster coordinators, and teachers relatively new to the program.)

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INTRODUCTION

For those of you who are embarking upon your first teaching experience with adult students you need to examine some of the characteristics, needs, and styles of those clients who may be participating in your adult basic education programs. While the space limitation is such that it is impossible to cover completely everything necessary for beginning teachers in an ABE program, this manual will cover certain aspects and knowledge that will be beneficial to someone new to an adult basic education program. Many of you will come from other disciplines and from other professions, and this may be your first formal encounter with adult teaching and adult learners. Much of your knowledge of what constitutes good teaching practices will be valid in your new work, but this manual will address certain programmatic concerns of the adult learner that you should find helpful and enlightening in your new job. Some of the topics of concern addressed in this manual are: a description of adult basic education legislation, adult student characteristics, teaching techniques and methodologies, student recruitment and retention, curriculum development, testing, and record keeping.

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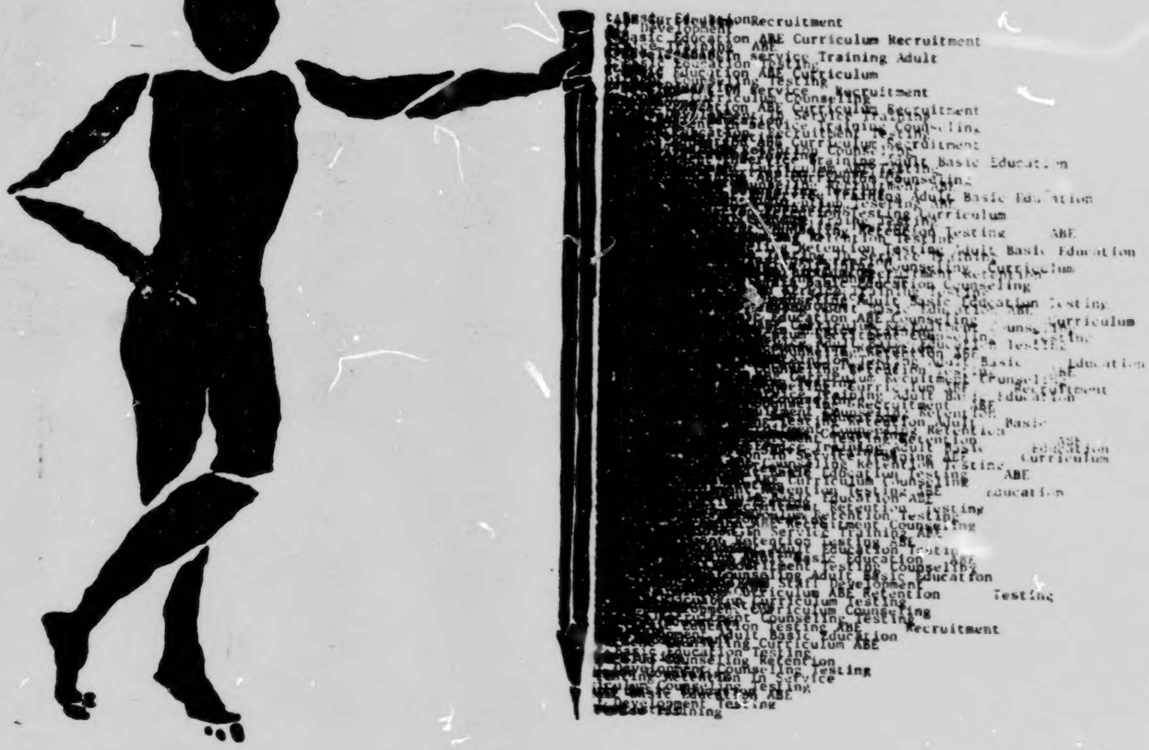
What ABE Teachers and Students need to Know

Section I.



WHAT ABE TEACHERS AND STUDENTS NEED TO KNOW

Adult basic education, like any other level of education, requires teachers to possess certain skills and knowledge and requires students to learn certain skills and knowledge. The purpose of this manual is to help you develop the competencies you need as a teacher. The purpose of the ABE program is to help the student develop the proficiencies needed to reach goals and get along in life.

The teaching competencies you need to be successful cover four areas:

1. content knowledge
2. learner characteristics
3. interpersonal skills
4. diagnostic-prescriptive skills

The proficiencies needed by your students (ESL and handicapped included) cover three areas:

1. basic skills
2. GED skills
3. related life skills

This section of the manual outlines the skills and knowledge needed by ABE teachers and students; more in-depth explanations are given in specific sections of the manual.

WHAT TEACHERS NEED TO KNOW

ABE teachers and directors across Kansas were asked what beginning teachers should know. Their responses included four major areas of knowledge:

1. the content of various classes
2. adult learner characteristics
3. interpersonal skills
4. diagnostic-prescriptive techniques

There are two important things to remember when mastering content. One is that you should make every effort to be as knowledgeable as possible for the course you are teaching. Quite often this means really taking the time to get familiar with the texts and workbooks used in the class. Know why a particular answer is considered correct in the text and make notes about passages which seem confusing or difficult for many students. The second thing to remember is that reading is considered the content area in which you should have the most expertise. Read about teaching reading, attend workshops on the subject if you can, and ask experienced reading teachers for advice and help in preparing to teach this subject.

What you should know about the characteristics of the adult learner has been covered in a separate section of the manual. However, remember the characteristics stressed most by other Kansas teachers -- the adults attending your classes quite often have a history of failures in school settings and they come to you with a great fear of failing again. Help them achieve success and confidence.

Understanding your students leads directly to the next area of knowledge -- interpersonal skills. You must be able to empathize with and respond to your students. You need to help them feel valued and respected. In fact, your success as a teacher probably depends most on how well you are able to relate to and deal with your students. Observe successful teachers and sharpen your skills in this area.

The last area of knowledge covers diagnosis and prescription. As an ABE teacher, you need to be able to find out what your students know and what they need to know. This is diagnosis. Next you need to be able to plan a course of study which will help the student learn what is needed and which is consistent with the student's interests and goals. This is prescription. This area is covered in greater detail in another section of the manual.

Developing skills in each of these areas will help you become an "experienced" and "effective" ABE teacher. Throughout the manual, other skills and competencies are listed, relating to each section of the manual. Set goals for yourself and master these skills one by one.

WHAT STUDENTS NEED TO KNOW

Each student who comes into your ABE program will have his/her special learning needs. Those special needs should be met as well as possible with the resources you have available. However, there are certain skills and certain things that ABE students must know, particularly if they hope to complete the GED exam.

Reading, math, and writing skills are the most essential for your students. This section of the manual will provide a breakdown of those skills and then will cover other skills students might need to be successful.

BASIC READING SKILLS

Reading skills are considered the most important skills that your students should have. This is because their success in other subject areas often depends on their reading abilities, and their success on the job and in daily life depends on their ability to take in and process written information. They cannot be independent and self-directed learners until their reading skills allow them to master printed materials.

The following outline of basic reading skills presents only the backbone of reading. As you teach, you need to seek out more information on reading skills and develop your abilities to teach this crucial skill.

1. Word recognition--the ability to recognize words at a glance.
    a. Basic sight words--the student must be able to identify certain words on sight. From this he builds his vocabulary to include other forms of the basic sight vocabulary. Dolch's list of 220 words most frequently used is a good beginning.

b. Phonetic analysis--the student must be able to associate the sounds of consonants and vowels with their written symbol.

c Structural analysis--the student must be able to identify meaningful units in words; including prefixes, suffixes, and roots.

d. Contextual clues--the student should be able to recognize pronunciations of words and their meanings from clues given in the sentence or from surrounding words.

2. Vocabulary--the ability to increase one's knowledge of words.
3. Comprehension or organizational skills--the more advanced skills used in reading.
    a. Finding the main idea
    b. Finding supporting details
    c. Classifying and organizing facts
    d. Making inferences
    e. Other skills as applicable
4. Study or Reference Skills
    a. Following directions
    b. Using parts of a book
    c. Using the dictionary
    d. Using the encyclopedia and other reference books
5. Speed--the ability to recognize various speeds of reading and being able to adjust speed according to the purpose of the reading.

GED Reading Skills

In addition to the basic reading skills, students need the following reading skills to pass the GED exam.

1. Vocabulary
    a. Math
    b. Science

    - c. Social Science
    - d. Literature
    - e. General
- 2. Graphics
    - a. Bar graph
    - b. Line graph
    - c. Circle graph
    - d. Tables
- 3. Literary analysis
    - a. Fiction
    - b. Drama
    - c. Poetry
    - d. Satire (Cartoons)

BASIC MATH SKILLS

Students need basic math skills to meet job demands and to handle their daily living needs, particularly in the area of money management. Students need to be able to perform the basic arithmetic operations as they apply to whole numbers, fractions, decimals, percents, and measurements. For the GED test, they need some skills in Algebra and Geometry. As an ABE teacher, you need to remember that math skills are sequential and build upon previous skills, but you should also be aware that your students will have gaps in their skills. They will quite often be able to perform more advanced, but more frequently used math skills, while they have forgotten simpler, yet less frequently used skills.

- 1. Addition of
    - a. Whole numbers
    - b. Fractions
    - c. Decimals

   - d. Percents
   - e. Measurements
- 2. Subtraction of
   - a. Whole numbers
   - b. Fractions
   - c. Decimals
   - d. Percents
   - e. Measurements
- 3. Multiplicatioan of
   - a. Whole numbers
   - b. Fractions
   - c. Decimals
   - d. Measurements
- 4. Division of
   - a. Whole numbers
   - b. Fractions
   - c. Decimals
   - e. Measurement
- 5. Averaging
- 6. Conversion
   - a. Comparing values
   - b. Common fractions to percent
   - c. Common fractions to decimal
- 7. Percent of
   - a. A number
   - b. One number of another
   - c. Original value

GED MATH SKILLS

1. Ratio and Proportion
2. Algebra
    a. Use negative numbers
    b. Combine and Simplify Algebraic Terms
    c. Solve for unknowns
3. Geometry
    a. Name geometric figures and parts
    b. Compute area
    c. Compute perimeter
    d. Compute volume
4. Read and Interpret Graphs

BASIC WRITING SKILLS

ABE students need to handle the basic writing demands of daily life. These demands include filling out employment applications and insurance claims, writing notes to a child's teacher or principal, or writing a letter of complaint or request. These situations require that the ABE student apply skills in basic sentence structure, grammar and punctuation, and spelling. Preparing for the GED Writing Skills Test places a different demand on the student--the student must be able to recognize errors related to various skills and sometimes must be able to choose a correct response to replace an error. This requires the student to have a greater knowledge of the "jargon" and "rules" of English. Having this kind of knowledge does not mean that the student can write, so be sure to give the student a chance to improve writing skills as well as a chance to prepare for the GED exam.

1. Sentence Structure
    a. Making complete sentences

- b. Understanding errors
  - 1. Fragments
  - 2. Run-ons
- c. Using phrases and clauses
- d. Using different sentence types

2. Capitalization
3. Punctuation
4. Verb Structures
   - a. Regular
   - b. Irregular
   - c. Verbals
5. Spelling and Vocabulary
6. Usage
   - a. Tense, number, anticedent agreement
   - b. Modifiers

GED Writing Skills

1. Logic and Organization
2. Style and Diction

OTHER NECESSARY BASIC SKILLS

While reading, math, and writing are the basic "content" skills needed by ABE students, they are not the only skills needed. ABE students also need skills (and help with developing these skills) in speaking, listening, problem solving, and interpersonal relations. These skills help them communicate with and get along with others, and they help them manage the demands of their daily lives. Lacking skills in these areas can handicap adults just as much as lacking reading or math skills. In fact, our first perceptions of people are based on how well they communicate with us and relate to us, and individuals who have good skills in these areas can often "hide" or compensate for weaknesses in other areas.

1. Listening for
    a. Detail
    b. Sequence (instructions)
    c. Main ideas
    d. Content clues
    e. Inference
2. Speaking to
    a. Paraphrase
    b. Ask questions
    c. Convey details
    d. Convey main idea
    e. Give directions
3. Problem Solving
    a. Identify problem
    b. Gather needed information
    c. Generate alterations
    d. Examine constraints
    e. Select alternatives
    f. Evaluate choices
4. Interpersonal Relations
    a. Seek and offer opinions
    b. Seek and offer expressions of feelings
    c. Interpret thoughts, feelings and/or behavior of others
    d. React to thoughts, feelings, and/or behavior of others

RELATED LIFE SKILLS AND KNOWLEDGE

In 1975, the University of Texas released the first findings of its Adult Performance Level study: one out of every four adults did not have the skills or knowledge that would allow them to function effectively in society. These findings led to a change in the definition of literacy; literacy was not merely the ability to read or write but rather was the ability to apply certain skills and knowledge in order to successfully function in everyday life. The major areas of knowledge that adults need help with were Consumer Economics, Occupational Knowledge, Government and Law, Community Resources, Health, and Transportation.

Your ABE students will need help in developing skills in these knowledge areas. Often, their most pressing needs are for information and skills to handle specific problems in one or more of these areas. By integrating their basic skill instruction with life skill information, you can help them become "functionally literate."

1. Consumer Skills and Knowledge
    a. Budgeting
    b. Banking
    c. Comparison Shopping
    d. Insurance
    e. Consumer Protection
2. Occupational Skills and Knowledge
    a. Job selection
    b. Job Application
    c. Job Maintenance
3. Government and Law Skills and Knowledge
    a. Legal Rights
    b. Voting
    c. Function of Government

4. Community Resource Skills and Knowledge
    a. Health Resources
    b. Employment Resources
    c. Social Service Resources
    d. Information Resources
    e. Recreation Resources
5. Health Skills and Knowledge
    a. Nutrition
    b. Family Planning
    c. Medical Care
    d. Physical Fitness
6. Transportation Skills and Knowledge
    a. Car Operation and Maintenance
    b. Mass Transit
    c. Alternative Transportation

WHAT ENGLISH AS A SECOND LANGUAGE(ESL) STUDENTS NEED TO KNOW

The needs of your ESL students will be quite different from those of your ABE students, yet in many ways they will be much the same. The primary need of the ESL student is to learn to speak English, which is different from the ABE student's need to read. But ESL students have the same need, if not a greater need, to learn the everyday skills and knowledge discussed in the previous section. In fact, the needs of ESL students fall into three categories:

1. Survival Skills
    a. Consumer
    b. Health
    c. Social
    d. Communication

2. Literacy Skills
    a. Reading basic English
    b. Writing basic english
    c. Using conventional math
3. General vocational skills
    a. Language
    b. Job seeking
    c. Job application
    d. Job maintenance

If you are teaching ESL students, be sure you can assess their English speaking ability and their survival, literacy, and vocational skills. Help them fulfill their special needs, for each student will come to you with a variety of needs and abilities, just as an ABE student will.

WHAT MENTALLY OR PHYSICALLY HANDICAPPED STUDENTS NEED TO KNOW

The needs of mentally and physically handicapped students may be just the same as those of other ABE students, or they may be quite different. These students will need basic skills and life skills, yet they will also need more coping skills and survival skills. Coping skills help them adjust to and accept their disability. Survival skills allow them some measure of independence and confidence even if they cannot achieve other basic and life skills. Coping skills would include speaking and listening (communication) skills, self-awareness and concept skills, and interpersonal relation skills. Survival skills would include money counting and management skills; recognition of standard signs, symbols, and phrases; and ability to give relevant personal information. As a beginning ABE teacher, you will need patience and an ability to work on essential skills in order to be successful with these special students.

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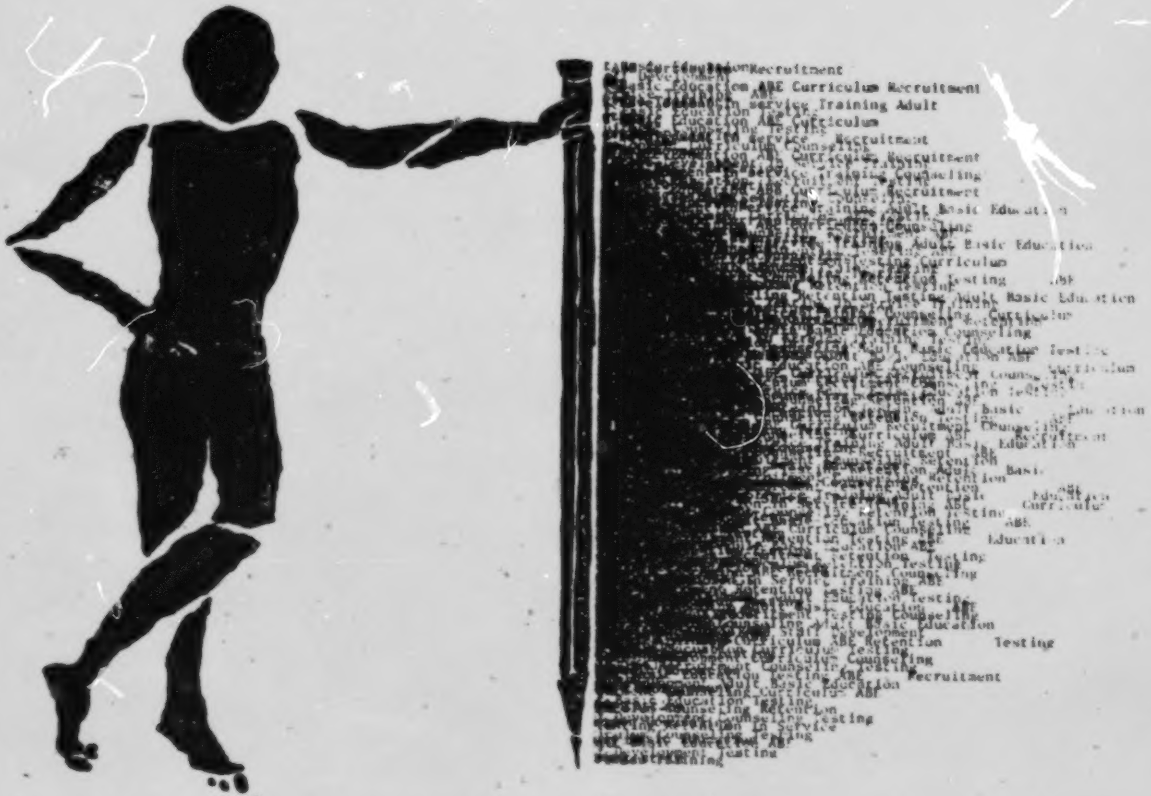
Adult Basic Education: History, Definitions, and Demographics

Section II



ADULT BASIC EDUCATION: HISTORY, DEFINITIONS, AND DEMOGRAPHICS

As a beginning teacher, you will be most involved with the day to day concerns of the classroom. Eventually, you will become aware of the many dimensions of the local, state, and national ABE effort.

Understanding the program goals, history, purpose, definition, and local demographics are important in becoming an effective staff member.

Therefore, as an ABE teacher, you need to know:

1. The goals, history, and purpose of adult education,
2. The definitions related to adult education, and
3. The demographics which affect the local program.

This section of the manual will help you in mastering these objectives.

ADULT BASIC EDUCATION

A Review of Past and Present Legislation

Goals and Purposes

The need for adult educational programs is significant. There are approximately 25 million with inadequate basic educational skills who experience social, economic, and personal disadvantage, and who want quality adult educational opportunities. It is also estimated that another 25.5 million do not have a high school diploma or the necessary basic skills to effectively function in society. According to the final report of the Adult Performance Level (APL) study at the University of Texas, about 20 percent of the adult population is functionally illiterate.

The Adult Education Program was established by the Economic Opportunity Act of 1964, Title II, Part B (P.L. 88-452), and provided Federal funds on a State grant basis. The initial funding for 1965 was $18.6 million. In 1966, the program was established under Title III of the 1966 Amendments to the Elementary and Secondary Education Act (P.L. 89-750). This placed the program entirely under the U.S. Office of Education and expanded adult education as a cooperative effort between the Federal Government, state education agencies, and local communities. There have been numerous amendments to this act (1966, 1968, 1970, 1972, 1974, and 1978). These are summarized on page 138-143 of the Appendix. In 1970, Congress established the National Advisory Council on Adult Education. The President of the United States appointed 15 members having special knowledge, experience, and interest in adult education. The Council advises the President, the Congress, and the Administration on policy matters.

The current purpose of the program (P.L. 95-561: 1978 Amendments) is to expand educational opportunities for adults and to encourage the establishment of programs that will:

(1) enable all adults to acquire basic skills necessary to function in society;

(2) enable adults who so desire to continue their education to at least the level of completion of secondary school; and

(3) to make available to adults the means to secure training that will enable them to become more employable, productive and responsible citizens.

There are programs established in all 50 states, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Northern Mariana Islands. In Kansas, there are 38 local programs. Funds are available to meet the costs of instruction, to employ and train qualified adult educators, and to develop specialized curriculum and techniques appropriate for adult learners.

The 1978 amendments specify that the states are to expand programs of outreach to those least educated and most in need (such as older persons; rurally isolated and migrants; located in urban areas of high unemployment; minorities; handicapped; immigrants; refugees; limited in English language proficiency; and women with special needs), and provide instruction which will give mastery of basic and life skills necessary to function effectively in society.

Enrollments in these funded programs have increased nationally from 37,991 in fiscal year 1965 to 2,003,012 in fiscal year 1980. The Kansas enrollments have shown a similar growth pattern and are summarized in Table I, page 18.

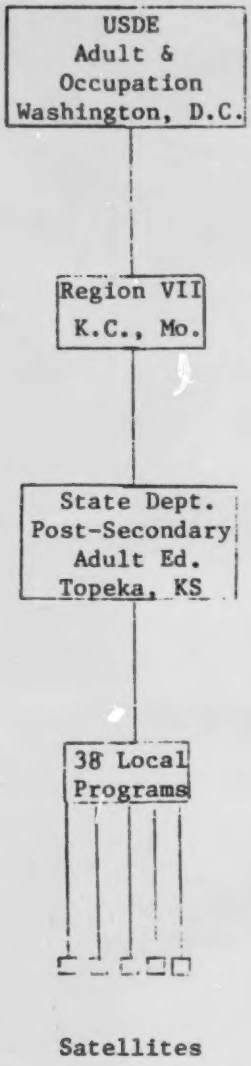
In summary, the Adult Basic Education Programs have expanded significantly since the legislative beginning of 1964. There have been numerous amendments. There will probably be additional changes. The future programs provided by the Adult Education Act will continue to offer improved opportunities for those with significant educational needs.

Table 1
Growth of Adult Basic Education Programs

	1967	*1968*	*1969*	*1970*	*1971*	*1972*	*1973*	*1974*	*1975*	*1976*	*1977*	*1978*	*1979*
Enrollment	•	•	2,357	2.968	4,002	7,391	7,392	7,074	11,156	12,094	15,532	13,360	14.945
Participants on public assistance	•	•	•	•	•	249	327	158	531	686	212	310	307
Participants removed from welfare after instruction	•	•	•	•	•	36	85	78	34	80	161	68	70
Participants unemployed before instruction	•	•	•	•	•	515	1,187	1,124	2,787	1,750	1,048	1,339	2.011
Participants employed after instruction	•	•	•	•	•	77	223	222	382	160	1,056	453	461
Participants who received GED diploma	•	•	•	•	•	2,072	1,414	2,546	3,166	5,523	5,678	3.716	6.559
Programs	10	10	16	17	22	39	37	37	37	37	37	35	37
Satellite programs	0	0	0	16	23	64	69	64	101	129	121	121	118
Expenditures	$129,529	$213,813	$255,688	$282,224	$307,754	$528,113	$521,308	$558,551	$906,108	$940,231	$945,000	$960,834	$1,050.170
Federal Allocation	$139,135	$232,511	$260,619	$282.224	$307,754	$528,385	*$528,113* 320.723 (impounded)	$528,113	$763,952	$763,952	$763,952	$822,389	$852,326••

- • Not collected that year
- •• Does not include administration/advisory council

ADULT EDUCATION ACT
ORGANIZATIONAL CHART



LOCAL DEMOGRAPHICS*

In order to meet the educational needs of eligible adults, it is important to understand the following information about the area residents.

I Educational Attainment of Adults

County	0-4 years	5-7 years	8 years	No. H.S. Diplomas Age 16-24	No. H.S. Diplomas Age 25-over	Total

II. Estimate of Adult Handicapped Population Age 19 and over

County	Number

III. Population by Race, Ethnic Group, and Sex

County	White	Black	American Indian	Japanese	Chinese	Philipino	Hawaiian	Korean	Cambodian	Laotian	Vietnamese	Cuban	Other**	Total Male	Total Female

IV. Population by Age

County	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39
40-44	45-49	50-54	55-59	60-64	65-69	70-74	75+	TOTAL

V. Average Unemployment Estimates

County	Civilian Labor Force	Employed	Unemployed	Rate of Unemployment

*The local "ABE director" needs to complete the county information for each chart indicated (from the State Plan, pp. 41-54). If more than one county, use additional sheets.

**Includes Africans, Arabs, Greeks, Indians.

VI. Metropolitan, Urban, and Rural Population

County	Metropolitan	Urban 25,000-100,000	Rural 0-25,000	Metropolitan %	Urban %	Rural %

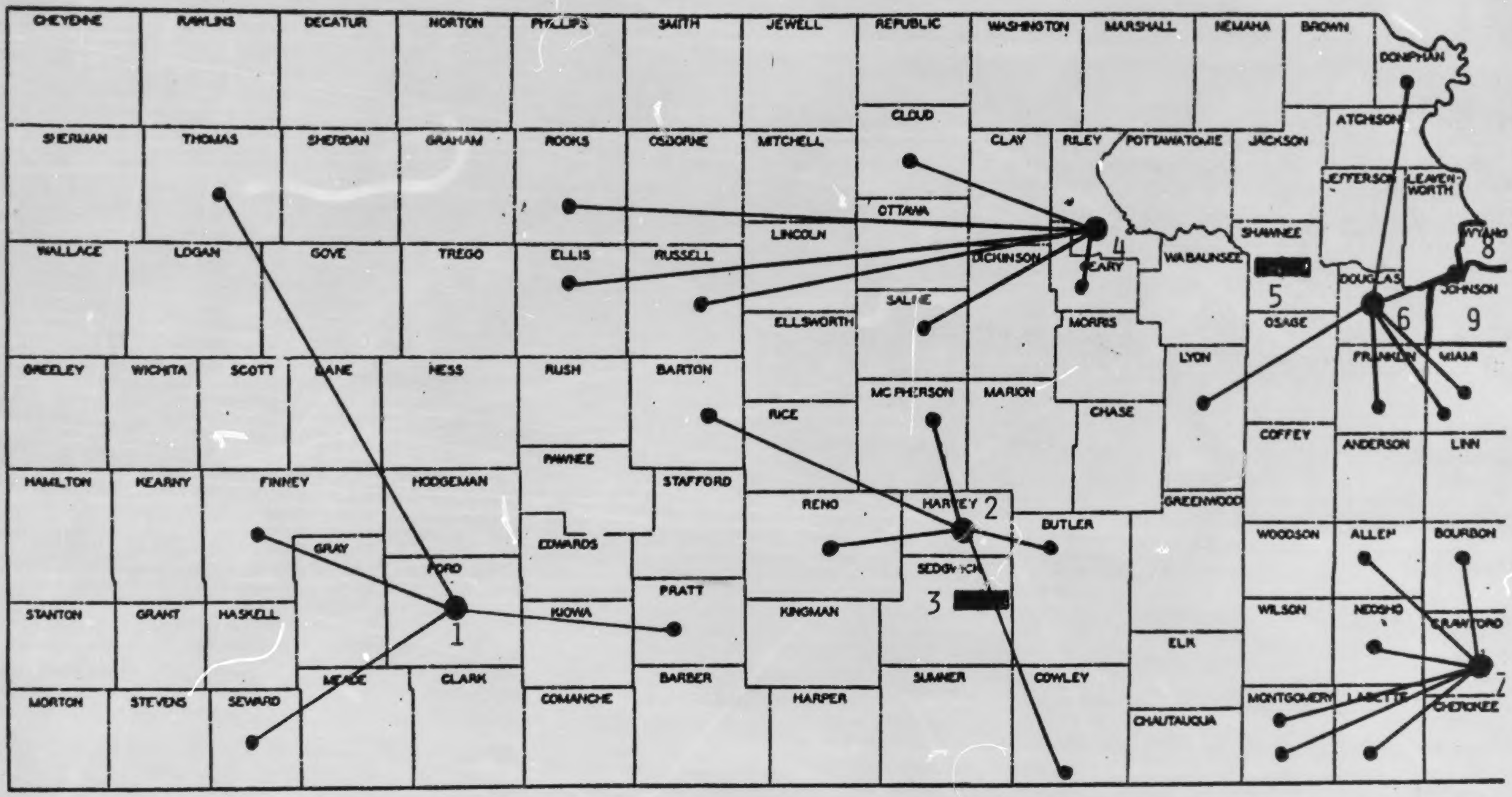
VII. Local GED Testing Statistics

Year	19__	19__	19__	19__	19__
No. Completing-1st time					
No. Retesting					
No. Passing					

VIII. Local ABE Enrollment

Year	19__	19__	19__	19__
Number				

IX. Other Local Information Not Covered Above



1. Dodge City, Pratt, Seward Co., Garden City, Colby
2. Newton, Barton Co., Butler Co., Cowley Co., Hutchinson C.C. McPherson
3. Wichita
4. Manhattan, Salina, Junction City, Cloud Co., Hays, Russell, Plainville
5. Topeka
6. Lawrence, Bonner Springs, Paola, Osawatomie, Ottaw Emporia, Highland
7. Pittsburg, Allen Co., Ft. Scott, Labette Co., Independence, Neosho Co., Coffeyville
8. Kansas City C.C.
9. Johnson Co. C.C.

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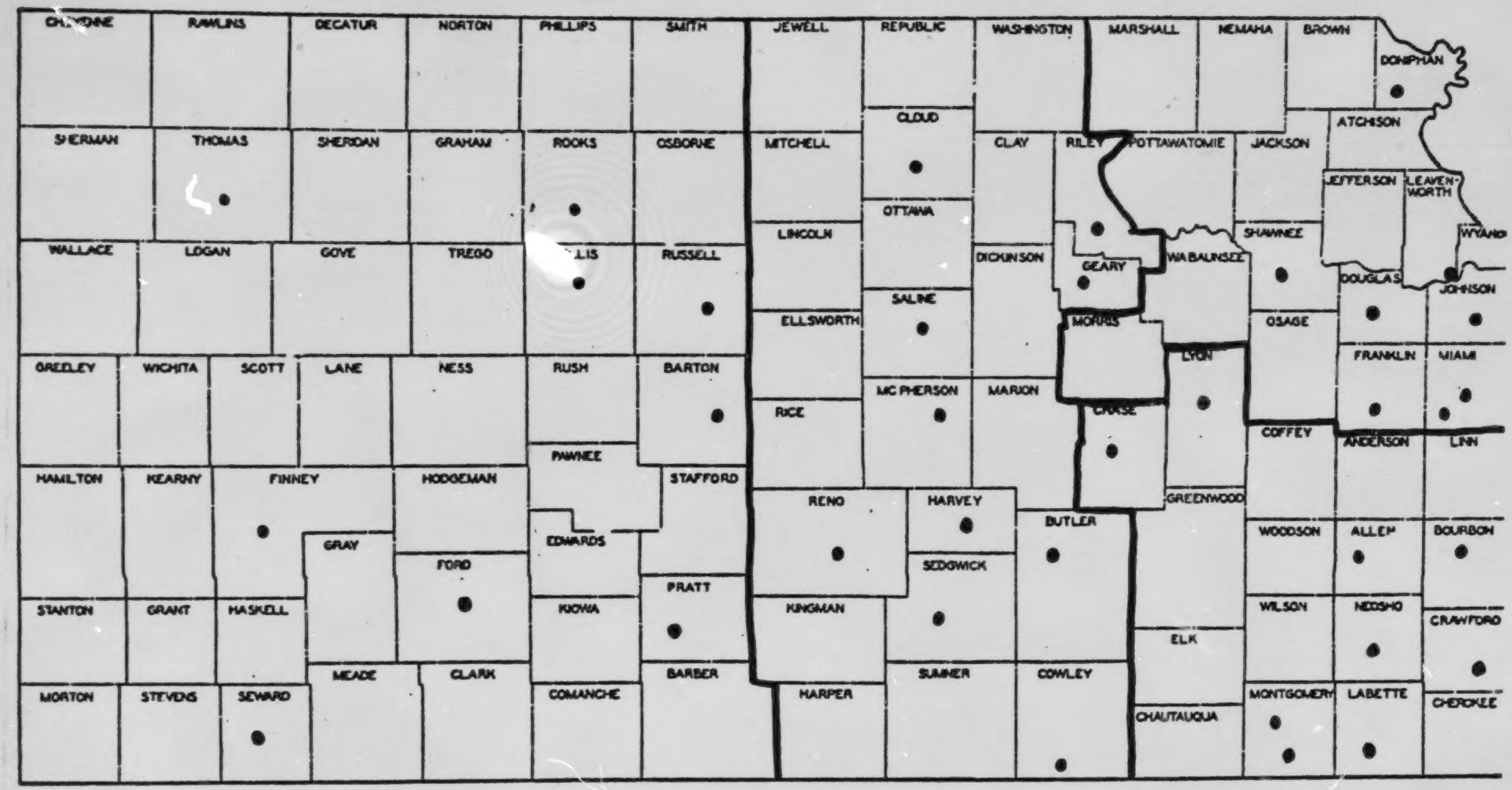
KANSAS IN-SERVICE AREAS



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AREA COORDINATORS

Western -- Jim Lenz
Central -- Marlin Frey
Northeastern -- Wes Pelsue
Southeastern -- Joy Choens

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STATUTORY DEFINITIONS

1. Adult -- any individual who has attained the age of sixteen.

2. Adult Education -- services or instruction below the college level (as determined by the Commissioner), for adults who: (1) lack sufficient mastery of basic educational skills to enable them to function effectively in society or who do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education; and (2) are not currently required to be enrolled in schools.

3. Adult Basic Education (ABE) -- adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

4. Immigrant -- any refugee admitted (paroled) into this country or any alien except one who is exempt under the provisions of the Immigration and Nationality Act, as amended.

5. Indochina Refugee -- an alien who because of persecution or fear of persecution on account of race, religion, or political opinion, fled from Cambodia, Vietnam, or Laos; cannot return there because of fear of persecution on account of race, religion, or political opinion; and is in urgent need of assistance for the essentials of life.

6. Limited English Proficiency (limited English language skills) -- refers to difficulty in speaking, reading, writing, or understanding the English language so that adults are denied the opportunity to learn successfully in a learning environment where the language of instruction is English.

7. Outreach -- activities designed to: (1) inform adult population who are least educated and most in need of assistance of the availability and benefits of the adult education program; and (2) assist these adult populations to participate in the program by providing reasonable and convenient access.

8. Institutional Person -- an adult, as defined in the Act, who is an inmate, patient, or resident of a special institution.

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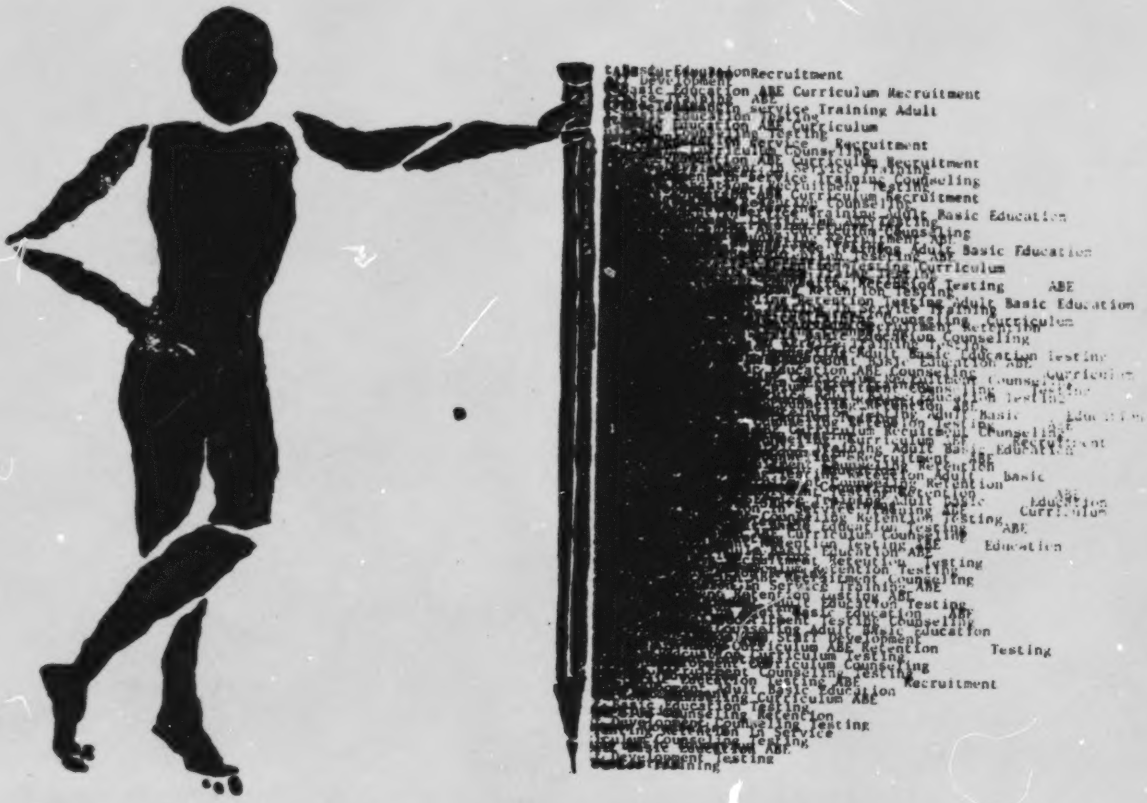
Characteristics of ABE Students and Teachers

Section III



CHARACTERISTICS OF ABE STUDENTS AND TEACHERS

Adults are different from children in their experiences, their needs, and their desires. Recognition of and response to these differences form the basis of adult education.

As an ABE teacher, you need to recognize and respond to the following characteristics of your students:

1. economic
2. social
3. psychological
4. learning

It will also be helpful to you to understand and develop the following teacher characteristics:

1. attitudinal
2. instructional

This section of the manual will help you reach these objectives in understanding ABE students and teachers.

CHARACTERISTICS OF ABE STUDENTS AND TEACHERS

Learning comes from the growth and change which adults experience throughout their entire lives. While adults may have some of the same experiences in their lives, they all learn at varying degrees and different rates because of a variety of reasons. Different backgrounds and cultural experiences and different sets of values cause learning variances. Learning has taken place in a variety of ways for the adults who will come to your center. Informal self-education has been occurring every day in their lives. Learning might come from a concerted effort to find out everything there is to know about a certain hobby or it might come from living day to day and solving the problems of everyday life. There will be some of your clients who have participated in some formal instructional programs through their work, their church, or their own self-interest. The success of the people you will be working with will be affected by their abilities and desires to learn. Their successes will also be affected by your being able to recognize their abilities and experiences and to nuture their desires and needs to learn more.

ADULT LEARNER CHARACTERISTICS

An ABE instructor must be aware of the many characteristics which adult learners possess that differ from the traditional school age students.

1) Age - The adult is older and, while this may seem obvious, the aging process suggests several areas of concern related to physical fitness. Vision is one of the first things that should be checked in adults. Physiologically, the focal accommodation power of the human eye reaches its maximum at about age five and diminishes until about age sixty with no appreciable difference after age sixty. Adults with or without glasses may or may not have had their eyes checked recently. The problems poor eyesight presents in a learning situation are obvious and often account for previous failures in learning experiences.

Hearing is another area affecting the learning process. Occupationally induced deafness can often occur over a long period of time without the adult ever being aware of the problem. Chronic ear infections can result in hearing impairment as well. In both the audio and visual areas, money is available to help the economically disadvantaged.

A third area concerns the physical stamina and/or endurance of your students. Poor diet and poor physical conditioning are problems all Americans must face, but are particularly prevalent in the lower socio-economic class. This is an area often ignored by adult educators as it is assumed age and maturity will account for an increased attention span. As the saying goes "while the spirit may be willing, the body ain't." So it might be wise to create the kind of informal learning environment that will allow physical movement and access to other activities as adult needs dictate.

2) Experience - The adult student has had many experiences, both in terms of quality and diversity, that will lend themselves to aiding the learning process. It will be incumbent upon you to recognize first the nature of those experiences and then to incorporate them into the teacher/learner relationship. The adults you work with will be able to share with you a portion of their lives and educational experiences that will assist you in providing meaningful examples to illustrate specific cognitive points.

3) Fear of Failure Syndrome - It must also be recognized that all of the adult "experiences" will not have been of a positive nature. More often than not, your adult students will have failed in a formal school setting, so great pains should be taken to provide a structured learning

experience in an informal environment. Because of past failures you will encounter negative self-images requiring immediate learning successes. Frustration and a resistance to learn are two noticeable by-products of the "fear of failure syndrome." Offsetting this negative dynamic will require you to share the responsibility of setting goals and objectives with the adult learner and making sure they are attainable.

4) Fear of Success Syndrome - Even in instances when positive experiences have been attained in educational endeavors, students with a poor self-image will often fail to reach their highest level of achievement. These students will often demonstrate that they have the ability to do the required work, but they will fall short of expected performance levels in the final analysis. These same students will find it difficult to receive praise and positive reinforcement as their negative self-concept will send them messages that they are worthless and cannot succeed. Lower than expected levels of performance and feelings of frustration are two common consequences of the "fear of success syndrome." Although it is harder to detect than the "fear of failure syndrome," the remedies for both are similar. The student and you will need to set attainable goals and objectives to assist the student in realizing his/her academic potential.

5) Goal-oriented - Adult students are goal-oriented. Although most of your students will not be versed in writing objectives and setting goals, they will nevertheless require from you a description of where they are (diagnostic evaluation), what needs to be done (objectives and goals), and where they are headed (concrete outcomes). The term

"black on white" is a good way to describe the method of explaining to the adult learner specifically where he/she is headed. Time should be taken with each of your students to carefully take a look at time frames and task completion.

6) Time-Conscious - The element of time is extremely important to the adult learner. Adult students feel they literally do not have the time to waste and as such constitute a potential "high risk" student population. They are not a captive audience and in most cases will not return if they do not feel their needs are being met. It is extremely important to ascertain very early what those needs are and how best to satisfy them.

Adults are time conscious in another way. Since they are no longer traditional students and have other responsibilities, an education must be something that can be fit into their schedules, not the Learning Center's or your's. While it is acknowledged that a mutually convenient time (during Center Hours) must be established, you should remember that scheduling is more a problem for the student than it should be for you.

7) Maturity - While each of us has differing levels of maturity and indeed maturation rates, you must recognize that adults do not like being treated in a condescending manner. Studies have shown that there is a tendency to treat adults with low skill levels like elementary age children. It doesn't work. These students are adults and not adult-sized children. They have reached levels of maturity in other adult-related areas, but have come up lacking educationally. As an adult you can quickly appreciate the feelings engendered by a patronizing tone and an autocratic leader. No one likes to feel stupid.

8) Diversity - Adults are a heterogeneous group of learners. Each student will be different and each will bring into the learning relationship new problems calling for new solutions. Your students will possess different skills, aptitudes, cultural and socio-economic backgrounds, and value orientations. Your role will be to recognize and acknowledge the differences and use the differences to the students' and your mutual advantages. Your role will not be to stereotype the learner and thereby limit him or her within the confines of your stereotypes. Remember diversity can be a very positive attribute in the learning process.

9) Motivation - Adults have many and varying motives for attending classes. Pursuing an education for an adult can be due to a hoped-for-promotion, maintaining a present level of occupation, changing life styles, enjoying the social environment, securing agency stipends or funds, capitalizing on an opportunity he/she didn't have at an earlier age or a whole host of other reasons. It is important that you be aware of your students' sources of motivation and build an educational program around those sources.

10) Commitment - Your adult students will possess varying degrees of commitment. One common characteristic that all of your students will possess is a history of futile attempts to become "educated." For that reason, regardless of commitment, each student will be sensitive to signs of impending failure. But, the degree to which your students persist will, in a very real sense, depend on the degree of their commitment. It is therefore important for you to detect the source and degree of commitment and seek to strengthen it at every juncture. Obviously, it will be important to determine whether the students'

participation is voluntary or referred (recruited by your agency or sent over from another agency). Just as important is finding out time frames and ascertaining desired levels of skill attainment.

11) Family Responsibility - Above all else, the adult differs from traditional age students by life circumstances. Most of the students you will contact will already be playing two life roles: that of parent and provider. Remember they are now about to embark on a third role: that of a student. As adults they will first and foremost be concerned with family and/or family-related affairs. Given this adult characteristic, you must recognize that it will intrude on the learning process at times. To retain the student and assist in his/her learning, maintain a flexibility that allows for what in most cases is the inevitable--sporadic attendance and changes in scheduling. With such a flexible structure, adults will find enough latitude to progress in their educational program and still find time to handle their other roles.

ADULT TEACHER CHARACTERISTICS

As an educator in the adult basic education program, you need to possess a multitude of characteristics which accommodate and complement the characteristics, needs, and styles of the students who come to the Learning Center. Most importantly, you need to have good basic human relation skills.

1) You need to be a caring individual with a sincere interest for the student and the program.

2) You need to be a facilitator and a leader, rather than a teacher in the strictest sense of the word. You must help rather than dominate, and you must guide adults rather than control them.

3) You need to be flexible in your approach to teaching methods and materials, rather than rigid and inflexible. You need to try new methods and experiment with new materials.

4) You need to be very positive rather than negative in dealing with the learning situation and life in general. You must be sensitive to signs of negative feelings among your students and able to help them deal with those feelings.

5) You need to be one who uses praise openly and often rather than resorting to ridicule or sarcasm.

6) You need to be patient, tactful, and understanding rather than condemning and insensitive.

7) You need to be a person who accepts students enthusiastically as human beings at the level where they are functioning. You need to gear the subject matter to the students' level of comprehension and to communicate on the students' level.

8) You need to be optimistic and able to instill optimism and awareness in students: many will enter with a poor self-image and do not need reinforcement for their pessimistic, negative feelings.

9) You need to be a teacher who creates a good atmosphere for learning, exhibits initiative, prepares lessons well, and remains versatile. Daily problems which arise matter-of-factly will be drastically compounded if prior planning does not accompany each session.

10) You need to be a good observer and an excellent listener. Adults may bring daily problems to class that negate learning. You need to be perceptive to recognize these blocks to learning and deal with these distractions. If you can aid in solving some of the problems or can make referrals and recommendations, the student can return faster to the learning which needs to take place.

LEARNING STYLES

There is a multitude of variables which affect the learning styles of adults. Many of these have been alluded to elsewhere in this paper. However, there is a number of factors which you, the beginning ABE instructor, must keep in mind when dealing with adults.

The adult has a particular motive for seeking help at a center. Adults walk in on their own volition. If adult students are not receiving what they want, then they are free to walk out and probably will.

Adults must realize an immediate benefit to themselves in what is learned. There is usually a sense of urgency involved in accomplishing their goals so that the adult students may be impatient learners. Adults have many other time constraints. The time spent in formal learning needs to be spent judiciously.

Experiential Learning. Students bring varied backgrounds and many experiences to the class. You may discover that learning is facilitated when new facts can be related to this background of experience. Not only may the learning refer to students' backgrounds and experiences, but also it should be material which is practical in nature and which deals with problems encountered by learners in their daily lives in the community. The ABE teacher must remember that his/her students bring to the class a wide variety of experience, age, and education all of which emphasize the role played by individual differences in adult education.

Kinesthetic Learning. Adults as a rule must be participants in their learning activities; they cannot sit idly by as spectators. You will need to alleviate a feeling of low self-esteem in some cases and will want to instill a feeling of success as soon as possible. Much positive reinforcement will aid in building or retaining self-confidence. To provide satisfaction of achievement for the students, you must make the content relevant so that what your students learn and experience in class can be related to problems and situations they face on a day-to-day basis.

Sequential Learning. Many adult students are task-oriented and learn new concepts when they can build upon previously acquired skills and knowledge. These students will find that knowledge will be more easily acquired through a learning plan based upon a series of tasks which become increasingly more difficult.

Sensory Learning. Students differ greatly in their response to instructional stimuli. Involved in this process are the student's senses of hearing, seeing, touching, smelling and tasting. Some students may be visual learners, but studies show that 60% of the time spent in the educative process consists of the teacher talking. This type of learning inhibits the visual learner, but benefits the auditory learner.

Most adult learners have had experience in classrooms where a certain set of behaviors were very specifically prescribed and rewarded with grades and teacher acceptance. When a teacher approaches learners through their learning styles, it requires a high tolerance for ways of learning that may seem strange and out of context for the teacher. If this tolerance does not exist, teachers usually teach to accommodate their own ways of learning and can block the progress for many students whose styles of learning differ. With your guidance, the learner needs to plan and direct the learning sequence most appropriate for his/her style.

Evidence indicates that learning styles are established at an early age and that they do not change perceptively upon reaching adulthood. Again with the help of the teacher students need to analyze the best ways they have learned in the past and use these methods for present instruction. You must then be responsive and accept the situation and employ your expertise in presenting information in various ways to accommodate each individual's method of learning. Materials, methods of instruction, type and frequency of feedback, and selection of the means of expression are some of the areas where you and the adult learner must make decisions in order to maximize the individual's learning style so as to allow him/her to become an effective learner.

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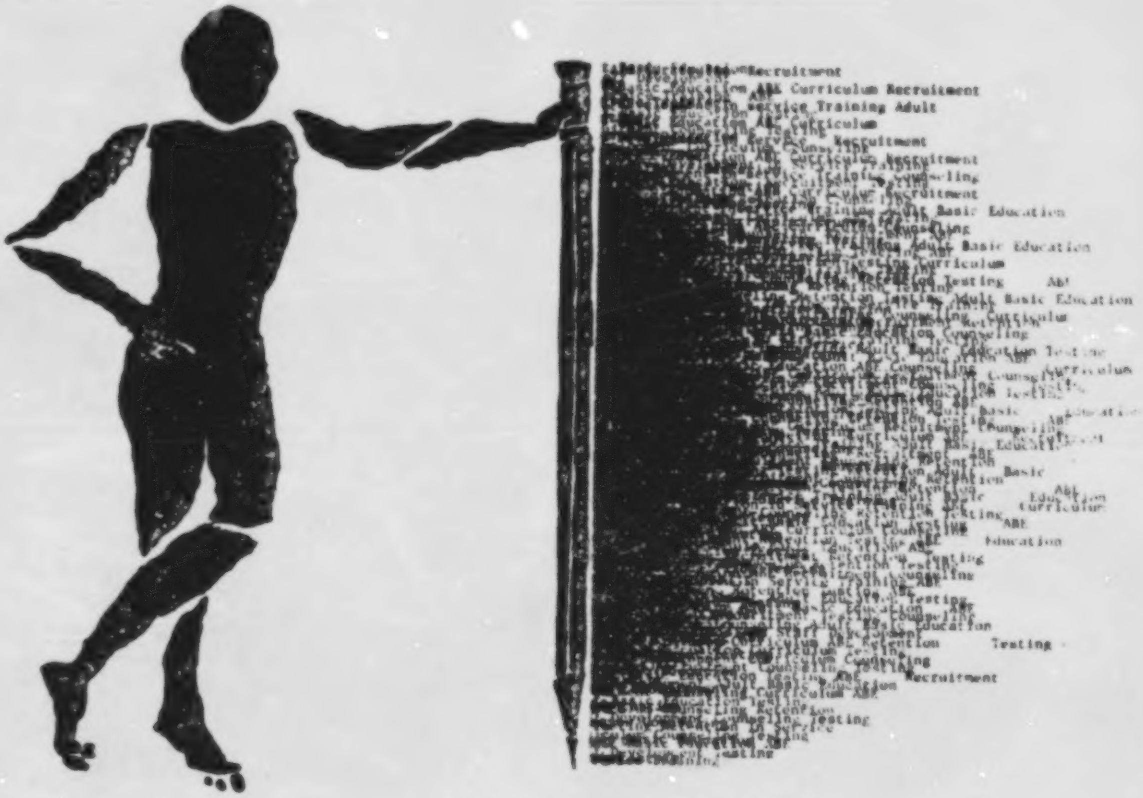
Instructional Techniques and Approaches

Section IV



INSTRUCTIONAL TECHNIQUES AND APPROACHES

Adult basic education students typically have had unfortunate experiences with education. For them, education means frustration--frustration with a system which was unwilling or incapable of meeting their needs. To change the students' experience from bad to good and to meet the needs of the student, an ABE teacher must be able to provide a wide variety of instructional techniques and approaches.

Specifically, the ABE teacher needs to know how to:

1. apply principles of adult learning to instructional situations
2. adapt instruction to the needs, interests and abilities of adults
3. arrange flexible learning situations
4. provide multi-modal instructional resources
5. select and use techniques appropriate to particular learning tasks
6. design and evaluate general and specific learning objectives

This section of the manual will help you master these objectives. It will also reinforce knowledge of adult learner characteristics, the various populations served by ABE programs, and the skills needed by ABE students.

INSTRUCTIONAL MODES

Individualized Instruction. The developmental approach to educational planning is the basis for individualized instruction. This approach is based on the assumptions that, all people experience change or learning, and since they learn developmentally or sequentially, learning can be predicted. Educational programming can focus upon each person's strengths and needs within the learning sequence and prescribe learning activities which will assist development. By knowing a student's present skill level, a teacher can predict what that student needs to learn in order to reach the next skill level within the sequence. True individualized instruction emphasizes each student's skills, abilities, interests, learning style, and goals. It acknowledges that each student requires an individual program to meet all these variables and that this program may be different from that of other students.

The predecessor of individualized instruction, programmed instruction, provided only for differing rates of learning among students. Each student was allowed to set the appropriate pace, but studied the same materials. Thus, the other factors which are important in providing an education pertinent to one's life often were not accommodated. In teaching adults, relevancy to one's life situation is an essential quality of programming, thus making individualized instruction even more important.

Individualized instruction also allows for the student's choice in planning a program of study. The student assists in determining not only course content, but methods of instruction and evaluation. These decisions are based upon the student's own perceptions of skill level, learning styles, and effective curricula. Since the student's own goals and interests determine the program, motivation for learning is enhanced. Once again, when teaching adults, the importance of the student's involvement in program planning cannot be emphasized enough.

Individualization also involves the ability of the teacher to make accurate skill assessments by using either formal or informal testing. This assessment should always be relevant to the student's goals by identifying those skills the student will need to learn in order to reach that goal. When the skill level is determined, short term objectives are set which will lead to attainment of the goal. Curricula, teaching methods, and progress evaluations all revolve around these objectives, which in turn keeps instruction relevant to the student's goals at all times.

One of the best methods for individualized instruction is to develop a learning packet for each student, containing those learning activities which will be most useful to the student. As an example, two students have a short term objective of learning how to compute decimals and percentages. One student wants the skill in order to qualify for a better job; the other has the goal of passing the GED test. The teacher should develop a packet for each student which contains curricula or learning activities which are pertinent to each student's goals or interests.

The teacher who takes the time to adapt curricula to the student will have fewer motivational challenges. Relevancy to one's life is the single most important criteria in adapting or developing teaching activities. While the development of individualized materials may be more time consuming than following a set curriculum, in the long run it helps students meet goals more quickly.

Group Instruction. While individualized instruction meets most students' needs, many adults will benefit from group instruction at some point in their educational program. Group instruction can be quite effective when teaching adults who are on the same approximate skill level. Students may receive encouragement from the knowledge that others are encountering similar successes or challenges. Likewise, a student may be motivated by someone in the group who has reached a higher skill level.

Group instruction also provides social reinforcement for many adults, particularly those who have had little opportunity for social development for some reason. Interaction with peers can increase a student's social skills, which may be a vital contribution to the person's life outside the classroom.

In-Home Instruction. At times adult students may not be able to come to the education center. Many programs have been successful in setting up an "In-Home" study program. Under this arrangement, a family member or friend usually volunteers to act as the student's tutor. The teacher at the education center is responsible for assembling teaching activities for the tutor to use in working with the student. Selection of curricula should follow the same guidelines as for any individualized instruction.

Inservice for the tutors is also the teacher's responsibility. Usually this training is informal, and the degree of training depends upon the individual tutor. This type of program can be quite effective in reaching students who otherwise would be unable to continue their education.

CLASSROOM MANAGEMENT

Arranging the educational center so that it stimulates learning is largely a matter of common sense. Students who are working on individual learning packets need a space where they will not be distracted by noise or movement.

Books and other supplies should be within reach or a short walking distance from the work area. The space should allow the teacher to comfortably sit beside the student when necessary and should provide adequate desk space for books and writing materials.

When using group instruction, the room should be arranged so that all students can easily see the teacher and any visual aids. Chairs or desks should be far enough apart to allow comfort, but close enough to stimulate discussion and questions. The teacher should have all teaching aids within easy reach.

Many times the teacher may wish to divide the class into smaller groups to work on specific skills. This can be done easily when teacher aides are available. When using aides for small group instruction, the teacher should review with the aide in advance the exact skills which are to be covered in that group. The teacher should be responsible for introducing all new concepts to the students; the aides should be used only for practice and for review.

If the education center is large enough, it is ideal to allow space for both individual and group instruction. Individual learning areas can be set at one end of the room, with chairs or desks arranged for group instruction at the other end. Audio/visual teaching devices can be located in yet another area of the room.

Whether large or small, the room should be as attractive and comfortable as possible with adequate lighting. If space is limited, the teacher might consider having only those materials which are used most often in the room; the rest can be stored elsewhere. This will avoid a cluttered look which is distracting and overwhelming to many students.

Whatever the arrangement of the educational center, the primary consideration should be how conducive the environment is to meeting the students' needs. Some adults are quite comfortable with a less formal arrangement; others expect and respond best to a more formal setting. With just a little imagination, the teacher should be able to arrange most rooms to accommodate these individual preferences.

SPECIAL POPULATIONS

Special populations which the adult educator encounters often can be divided into three general categories: the disadvantaged, the handicapped, and the non-English speaking student. Although these will be discussed separately, all three appear to have several factors in common. It is important to remember that each person, regardless of special considerations, is an adult and needs to be treated as such. Secondly, because of the emphasis placed upon traditional educational procedures, each may experience a low self-esteem resulting from repeated failures in school.

The disadvantaged population is divided into two major categories, academic and economic. Academically disadvantaged persons lack reading, writing, and mathematical skills and therefore perform below grade level. Economically disadvantaged people have family incomes at or below national poverty level, may be unemployed or underemployed, and may be the recipient of public assistance.

The disadvantaged are most susceptible to a poor self-image and a poor perception of the school situation. Lack of self-confidence and limited motivation may present challenges. The teacher must use a good deal of intuition in relating to each student but should focus upon providing successful learning experiences.

The handicapped have been defined as those individuals who have been evaluated appropriately as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, blind, multi-handicapped, or as having specific learning disabilities.

Besides a low self-esteem, the handicapped often must overcome physical and psychological barriers. Physical barriers often can be removed by minor adaptations in facilities and equipment. Psychological barriers are removed best in the educational setting by providing successful learning experiences.

Each handicapping condition has an accompanying professional discipline (e.g., speech pathology) devoted to developing the best instructional techniques and materials for that disability, (e.g., speech impairment). These cannot be covered adequately in this limited space. Teachers can use a great deal of common sense in teaching handicapped adults, such as using audio materials for the visually impaired or visual materials for the hearing impaired. All communities have special education professionals in their public school system. These professionals often can supply materials and techniques which can be adapted for use with adults. To provide a beginning reference point, the following are the generally accepted definitions for the various handicapping conditions:

> "Deaf" means a hearing impairment which is so severe that the person is impaired in processing linguistic information through hearing, with or without amplification.
>
> "Deaf-Blind" means concomitant hearing and visual impairments.
>
> "Hard of hearing" means a hearing impairment whether permanent or fluctuating, but which is not included under the definition of "deaf" in this section.
>
> "Mentally retarded" means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

"Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.)

"Orthopedically impaired" means a severe orthopedic impairment. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairment from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).

"Other health impaired" means limited strength vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, mephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

"Seriously emotionally disturbed" is defined as follows: The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, A) An inability to learn which cannot be explained by intellectual, sensory, or health factors; B) An inability to build or maintain satisfactory interpersonal relationships with peers; C) Inappropriate types of behavior or feelings under normal circumstances; D) A general pervasive mood of unhappiness or depression; or E) A tendency to develop physical symptoms or fears associated with personal problems.

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems which are primarily the result of visual hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

"Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment.

"Visually handicapped" means a visual impairment which, even with correction, adversely affects a person's educational performance. The term includes both partially seeing and blind.

Increasing numbers of non-English speaking adults are taking advantage of opportunities to learn English as a second language at adult basic education centers. It is most important to realize the emotional stress these adults face in attempting to learn another language and to adapt to a new culture.

The teacher's first concern should be to provide a supportive environment which reduces the student's anxiety as much as possible. Next, the teacher should acquire some basic knowledge about the student's native culture in order to avoid actions or gestures which the student may find offensive. The teacher should utilize nonverbal language as much as possible in establishing a rapport with the student in order to make the student feel a part of the group or the educational center. These common sense suggestions are prerequisites to successfully working with non-English speaking students.

Information on programs addressing teaching the non-English-Speaking student can be obtained from: National Clearinghouse for Bilingual Education, 1500 Wilson Blvd., Rossly, VA 22209.

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TEACHING TECHNIQUES AND APPROACHES

The teacher should utilize knowledge of both the individual adult student and adult learning in order to plan and facilitate a program of instruction. Determination of the student's long term goals should be made (i.e., determine what the student wants to achieve by being in the program). Then an assessment of the student's skills and needs can be done (i.e., determine what the student presently knows and what he needs to learn in order to achieve the goal). Realistic short term goals can then be set with the student (i.e., it may be determined a student needs to study certain areas of English and math in order to pass the GED examination).

The teacher and student can then proceed to an instructional plan. This plan should include instructional objectives and the materials and activities of reaching those objectives. It should also include the type of classroom situation such as group, individualized, programmed instruction, or a combination of these. The instructional plan (with specific instructional objectives) can be helpful for both teacher and student. The student can see precisely what is to be learned and can evaluate his/her progress. The plan clearly indicates where the lesson activities should be directed. Objectives should identify the behavior expected as evidence of learning, identify the conditions under which the behavior should occur, and state how well the student should perform the activity that is to be learned.

The teacher should carry through with the instruction, keep adequate records, and evaluate the learning and instructional process. The teacher should facilitate student movement from objective to objective if sufficient progress has been demonstrated. If progress has not been adequate, then more instruction may be needed. Instruction should be changed if a learning problem is identified that indicates that the present method of instruction is not working. It should be remembered that programs should be tailored as much as possible to fit the student's goals with the teacher as a facilitator for that program.

READING

At one time or another in most ABE/GED programs, the teacher is confronted with nearly every level of reading. Prior to instruction, a decision must be made regarding skills to be learned, skills which do not need to be learned, the starting level of reading instruction and materials to be used. The starting level can be below the student's actual functioning level or instructional level so as to assure confidence and ease in the beginning part of the program.

In order to determine instructional levels, some type of assessment needs to be done. There are both formal and informal assessments (assessments are discussed in another section). The important factor is that, without undue stress for the student, the teacher must obtain some information on reading skills so that a beginning point for instruction can be determined.

The IRI (Informal Reading Inventory) and some lessons following are one way of providing the teacher with diagnostic information regarding reading skills. Information helpful to the reading teacher includes comprehensive and accuracy levels, as well as practice, instruction, and frustration levels. The teacher then has a tentative starting point and can make further changes and evaluations as the student proceeds in the reading program.

A developmental reading program is for student who have never had reading instructions; a remedial reading program would be for student who have had reading instruction but encountered difficulty. In remedial instruction, it is important to determine adequacies as well as inadequacies and to build a program to serve the needs of the student.

At the present time there is no one approach which has been found to be "best" for adult reading. The critical factors are that the teacher feels comfortable with the approach used and that the approach meets the student's reading needs. If it does not, then changes should be made. The reading teacher should become familiar with the sequence of reading skills, approaches which might help a student, and the materials available. It is also important that records of progress be kept.

Readers learn to deal with words in three ways: the phonics approach, the linguistics approach, and the sight-word approach.

The phonics approach teaches the relationship of the sounds to the letters and combinations of letters. The student can then utilize these skills when confronted with an unfamiliar word by sounding out the word.

The linguistics approach uses sounding out with words and patterns and not the isolation of consonants or vowels. It begins with the spelling of words that are easier to learn because the same symbol spells the same sound consistently (e.g., cat, fat, sat). Spellings which are not as normal are then introduced.

The signt-word approach places emphasis on learning the whole word. The student is encouraged to use picture clues, content, and word shapes to recognize the total word. It is impossible to learn all words this way, so other techniques, such as phonics, are combined with it.

The teacher also has several options in the selection of materials. Stories from books and other printed materials, workbooks (this could include programmed workbooks), and language experience stories are examples of what can be used. The experience approach consists of the student dictating a story or experience to the teacher. The teacher then prints or types it for reading instruction. This approach draws on the student's own experiences and interests. Whatever approach is used, the material should be adult-oriented.

Most programs will not use one approach to the exclusion of all others. In fact, a teacher may combine some aspects of different approaches. The important thing is that the reader learns the words, remembers them, and reads so as to understand what has been read. In order to do that, the student must have a good sight vocabulary and be able to figure out the pronunciation of unfamiliar words. The pronunciation can be figured out by utilizing one or several skills: word analysis (sounding out), context clues, structural analysis, and a dictionary. Of course the recognition of words is only the basic skill on which the more complex skills of reading are built.

In summary, the reading skills from simple to complex are:

-looking at the printed line from left to right

-acquiring a basic sight vocabulary

-learning word analysis skills (sounding out words)

-learning the structural analysis of words (prefixes, suffixes, compound words, contractions, and possessives)

-increasing vocabulary (synonyms, homonyms, antonyms, word usage, multiple word meanings and dictionary use)

-increasing comprehension and organizational skills (following directions, finding answers to specific questions, identifying main ideas, using inference, drawing conclusions, etc.) This can be done with different types of reading materials such as in the area of science, social studies, etc.

-improving critical reading ability (evaluating what is read)

-improving study skills

In addition, as the student improves and expands his reading into several areas, he can learn to adjust his reading speed accordingly. For instance, scientific material would be more understandable if read slowly and carefully. A story could be read more rapidly. Whatever approach is utilized in reading, comprehension must be a continuing important aspect of the program.

It is most helpful if ABE/GED programs maintain a library of books and magazines for students to have available for informative and enjoyable reading. The library should include material at various reading levels.

MATHEMATICS

After the entrance or diagnostic test has been given, the teacher should discuss the results with the student in terms of skills to be learned rather than grade level implications. If the student has done well on subtraction, but poorly on other concepts, the teacher can build from this by pointing out that the student learned subtraction and can thus learn the other skills. If even this basic concept has not been mastered, then the teacher can draw from life skills, such as cooking or riding a bus, to show that the student has mastered this particular skill and can learn other things including math.

The student must learn all the vocabulary associated with a given math skill. If he/she can learn the parts of a car, or a sewing machine, the student can understand the importance of this and can learn it. One good way is to use the vocabulary when describing the problem being taught. The student will pick up on it, especially if the teacher interjects a forgotten term now and again. The student needs to read through a problem -- speak it aloud -- so the teacher can better understand the mental processes the student used to get the answer.

The teacher needs to appreciate the fact that most adults have picked up a lot of what they know through people, not through books. Therefore, the teacher must work one-to-one or in very small groups rather than utilizing the lecture method. The teacher can go through the example problems contained in the textbook with the student and use other problems for clarification until the student is able to do them independently. Wherever possible, the teacher must draw on the student's background and experience to illustrate any principle involved.

A factor often overlooked in teaching adults is the need to be sure that the student grasps the concepts involved with each set of skills. Adults are expected to learn through words, and thus teachers must avoid the step-by-step processes used with children. To avoid this, for example, you must teach what a fraction is before getting into addition, subtraction, etc. You can tear up paper, draw pies, work with money or whatever so that the students understand the concept of what a fraction is.

In summary, math is best taught by following the same general rules that apply to teaching all other aspects of the ABE curriculum. These five points of good teaching can be briefly restated as follows:

Teach what the student wants and needs to know.

Tie in communication and other life skill areas with the lesson.

Use a variety of appropriate materials.

Begin instruction close to where the student's knowledge leaves off.

Teach by means of concrete, useful examples.

OTHER

In other subject areas, the same principles apply as to determining the needs of the student and then helping the student with an instructional program to meet those needs. For instance, in social studies, the student may need some information on the functioning of government, so appropriate reading and study materials would be selected for that area. The study of maps, graphs, and tables would be included. In some subject areas, the student may need some intensive help with the technical vocabulary. Each student will show different needs, so a variety of material is very useful. Also, the improvement of reading skills can be accomplished through other subject areas. While the student is studying social studies, he/she will also be working on other reading skills.

TECHNIQUES OF TUTORING

(a) Be positive rather than negative. Place yourself in the situation. It's a lot better to be sincerely complimented than embarrassed by criticism and scolding. Drop "no" from your vocabulary. Try to teach without negative words.

(b) Be courteous and thoughtful. This includes starting and stopping a lesson on time and being attentive to the learner's conversation about self and personal problems. If you're willing to listen, you'll be amazed how much your learner can teach you.

(c) Use humor. Make the session fun and never hesitate to admit a mistake or that you don't know something. It can be a great learning situation together.

(d) Be patient. We all require understanding from others, and learning can be difficult when other problems in our lives are also demanding attention.

(e) Understand that every learner has a lot of experience, information and knowledge even though formal education may not have been adequate.

(f) Realize that you will often be the one who provides the encouragement to continue. This can often be handled by discussing the progress made and charting or writing down what was learned. This will help the student see progress toward his/her goal.

(g) Be flexible. Never think that because you've started in one method and manner that changes cannot be made. Think about the way the student learns best. Maybe he/she needs information now that you planned on later. Maybe the student needs more of a challenge or perhaps a different approach. Remember that people learn differently. It can be helpful when the areas of writing, listening and reading are all used. It's up to you to find out what does succeed.

(h) Make sure every lesson not only contains challenging work for the learner but also contains enjoyable material that can be successfully handled.

(i) Make sure your learner understands what he/she is to do. You can say too much, so say enough to be clear and then provide time for questions and a little practice with the material before the student begins working on his or her own. Writing down the assignment also helps.

(j) Have them participate, rather than just listen. Correcting their own papers can also help them learn what still needs to be worked on.

(k) Remember you are guiding them into independent learning. Everything you do should lead to that. Be glad they tell you when something isn't working (i.e., materials, groups, etc.). That can mean they are analyzing some of their own learning needs.

(l) Review for retention. Practice is good, but not so much of it that it is just unthinking behavior in order to finish a page. However, allow for enough practice to learn a skill.

(m) Be alert to problems needing special attention (hearing, visual, etc.)

(n) Take time to make the physical environment comfortable (lighting, seating, etc.). No one should be looking at the back of someone else. Circles and semicircles should solve that. Take frequent enough breaks, and make sure the atmosphere is informal and relaxed.

(o) Encourage graduates of your program to return and talk to the present learners.

The following are suggested resources for teachers working in ESL Programs:

Resources	Address
The Laubach Way to English-Series ESOL Teacher's Manual for Skill Book 1 by Jeanette D. Macero and Martha A. Lane	New Readers Press Box 131 Syracuse, NY 13210
The Laubach Way to English-Series Illustrations for Skill Book 1 by Jeanette D. Macero and Martha A. Lane	Same
The New Streamlined English Series by Frank C. Laubach, Elizabeth Mooney Kirk and Robert S. Laubach	Same
Games and Butterflies by Katherine Kennedy and Ellen Sarkisian (a resource book for ABE and ESL)	Same
Pattern Practices for the New Streamlined English Series, Skill Book 1 by Susan Abbott	Church of the Redeemer 4415 Dallas Houston, TX 77023
Illustrations for Skill Books 1,2, 3 of the New Streamlined English Series by Laverne Miles and Onalee Carter	California Literacy, Inc. 317 W. Main Street Alhambra, CA 91801
Dear Arby: How Do I Teach English as a Spoken Language? by Rolena Black	Same
Oxford Picture Dictionary of American English by E.C. Parnwell.	Oxford University Press New York

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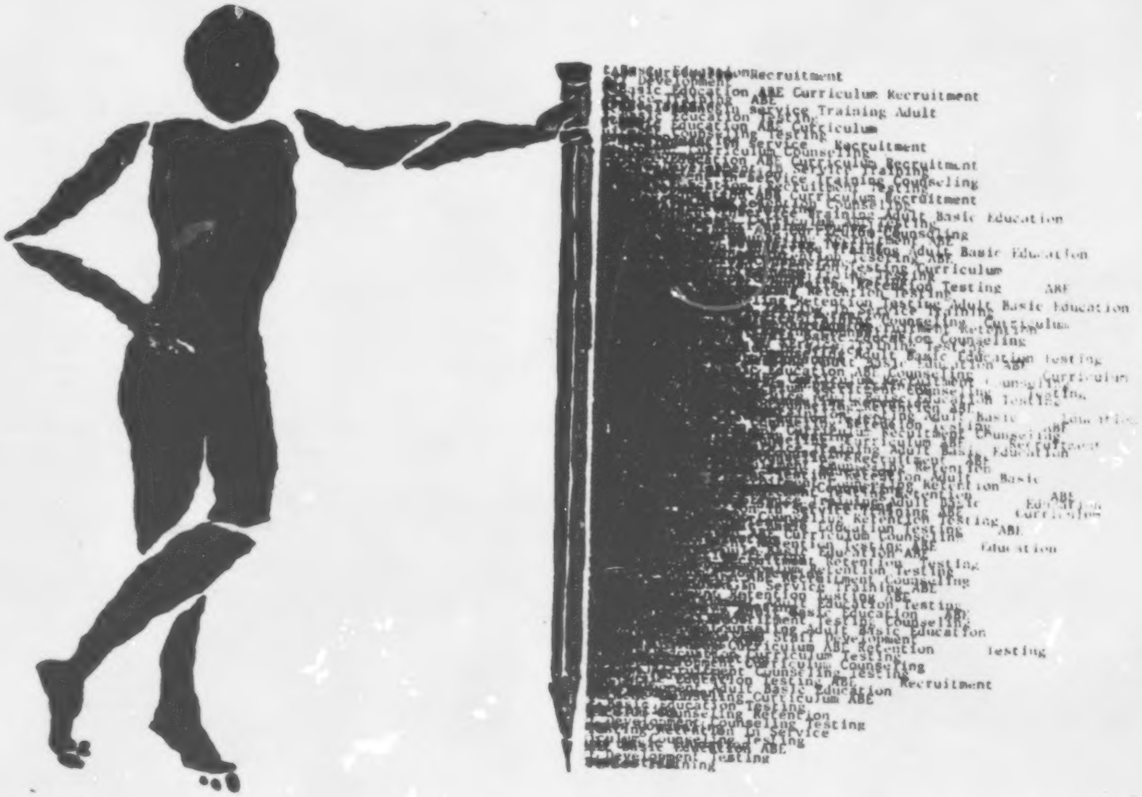
Contributions to the suggested resources for teachers working in ESL programs were made by Sandra Bible.

Suggestions and information for this section were provided by adult educators attending a special meeting (January 7, 1981) of the Wyandotte County ABE/GED Cluster.

The mathematics section was written by Sister Peter Parry.

Curriculum and Materials

Section V



CURRICULUM AND MATERIALS

While the teacher is truly the key to the success of an ABE program, the curriculum and materials offered also make a difference. An ABE teacher needs to know the following:

1. the principles of curriculum development
2. the generally available and most used materials
3. the various techniques and methods of choosing materials
4. the means for evaluating any material
5. the resources available to help teachers meet student needs

This section of the manual will help you master these objectives. In addition, it will reinforce objectives from the section on techniques and approaches, and it will introduce objectives covered in the section on testing.

CURRICULUM DEVELOPMENT AND METHODOLOGIES

Successful programs depend on successful and dedicated teachers and administrators working many hours at study in and out of the classroom. Planning for adult learning means planning curriculum so that the learner can obtain a sense of mastery. Successful curriculum includes several steps or parts which often overlap each other:

Assessment of student needs (tells what skills you teach)
Selection of learning priorities (tells when you teach the skills)
Development of goals (tells what you need to teach)
Selection of instructional objectives (tells what steps you need to take)
Selection of content (tells what you need to include)
Development of content sequence (tells when you need to introduce materials)
Selection of instructional materials, procedures and techniques (tells how you teach the skills)
Evaluation of student growth, content, materials and procedures in accordance with needs and priorities. (tells how much and how well the student has learned)
Alternatives and follow through (tells what skills will be covered next)

For more information on curriculum planning and techniques you may wish to consult the Performance-Based Teacher Education Modules, American Association for Vocational Instructional Materials, 120 Engineering Center, University of Georgia, Athens, Georgia, 30601, Phone (404) 542-2585. These individualized instructional modules are designed for use by the individual teacher. There are one hundred modules available in the following areas: Program Planning, Development, and Evaluation (11); Instructional Planning (6); Instructional Execution (29): Instructional evaluation (6); Instructional Management (9); Guidance (5); School-Community Relations (10); Student Vocational Organization (6);

Professional Role and Development (8); Coordination of Cooperative Education (10).

Techniques

Helping the student gain a sense of mastery and success can be accomplished in many ways. Every possible application of learning principles can be used with great success. Your choice of procedure (technique) will depend upon the student needs, class size, learning environment and your individual preference.

Choosing a Method of Technique

The ABE instructor should keep the following in mind when choosing a method or technique for an adult learner:

1. Characteristics of the learner
2. The purposes to be achieved
3. The specific learning situation
4. The personality of the instructor, or manager of the learning experience

A sense of mastery can come from showing the individual that he/she can learn. It may come from showing the aspect of a task that is already known. It may come from pointing out aspects of a task that has recently come to light for the learner.

Optional Levels of Individualizing Instruction

	Content (What?)	Method (How?)
Levels	[illegible]n By	Chosen By
Prescriptive Diagnostic	Instructor	Instructor
Personalized	Instructor	Learner
Learner-Directed	Learner	Instructor
Self-planned	Learner	Learner

Remember that adults do not learn with equal ease by following the same process. Some may learn more by hearing, some by seeing, others by feeling and doing. A suggested list of successful methods follows:

1. Discussion
2. Demonstrations
3. Peer Instruction
4. Lecture
5. Role playing
6. Case Study
7. Buzz Groups
8. Programmed Instruction
9. Textbook
10. Machine Assistance
11. Panel
12. Field Trip
13. Idea Inventory
14. Listening and Observing
15. Questioning
16. Student Interaction

How to Choose a Teaching Technique

What would work best in this situation? What would work best with this group? You will ask yourself these questions many times. Here are some ideas to help you choose your teaching technique in an organized manner.

1. Fit the technique to your objective:

   What do you want to accomplish? Do you want new skills, new information, or exploration of feelings and attitudes? The objective will usually suggest the most appropriate technique.

2. Use your strengths:

   What do you like? What do you feel comfortable with? You will handle best those things which are most comfortable to you. Try new ones slowly. Let new techniques become a shared responsibility between you and the student.

3. Be sure students can benefit from the technique:

   Be sure the students are familiar with the technique. You may need to explain the procedures and what you hope to accomplish.

4. Find out what the class expects:

   What do students want from the class and how do they expect you to conduct the class? Your pet technique may be just the thing or it may be just the opposite of what is needed.

5. Think about physical restraints:

   Will the physical arrangement of the room allow for good group discussion or will small buzz groups be better? Size, acoustics, lighting and other building activities adjacent to your teaching site will affect your choice of techniques.

You can analyze, make careful selection and use techniques expertly, but -- if you do not teach what the student wants, the technique won't work. Thomas Aquinas once said that when you want to convert someone to your view, you go over to where he is standing, take him by the hand (mentally speaking), and guide him. You don't call him dummy; you don't order him to come over to where you are. You start where he is and work from that position. That's the only way to get him to budge.

MATCHING TECHNIQUES TO DESIRED BEHAVORIAL OUTCOMES

IN ADULT POPULATIONS

Type of Behaviorial Outcomes	Best Appropriate Techniques
KNOWLEDGE (Generalizations about experience; internalization of information)	Lecture, television, debate, dialog, interview, symposium, panel, group interview, colloquy, motion picture, slide film, recording, book-based discussion, reading
UNDERSTANDING (Application of information and generalizations)	Audience participation, demonstration, motion picture, dramatization, socratic discussion, problem-solving discussion, case discussion, critical incident process, case method, games
SKILLS (Incorporation of new ways of performing through practice)	Role playing, in-basket exercises, games, action mazes, participative cases, T-Group, nonverbal exercises, skill practice exercises, drill, coaching
ATTITUDES (Adoption of new feelings through experiencing greater success with them than with old)	Experience-sharing discussion, group-centered discussion, role playing, critical incident process, case method, games, participative cases, T-Group, nonverbal exercises
VALUES (The adoption and priority arrangement of beliefs)	Television, lecture (sermon), debate, dialog, symposium, colloquy, motion picture, dramatization, guided discussion, experience-sharing discussion, role playing, critical incident process, games, T-Group
INTERESTS (Satisfying exposure to new activities)	Television, demonstration, motion picture, slide film, dramatization, experience-sharing discussion, exhibits, trips, nonverbal exercises

Consumable versus Non-consumable materials

The use of consumable or non-consumable instructional material is often discussed among adult educators. The decision of which to use mav have been made for you by your program director. You may need to make the decision yourself. Most published materials are designed for consumable usage. In making your consumable vs. non-consumable decision consider the following:

1. Cost: Materials are becoming more expensive each year. Books range in price from $.75 to $7.95. High-priced consumable books increase your program cost therefore providing fewer funds for other budget items.
2. Design: What is the instructional design of the book? Is it something that can be learned well without writing in the book or is writing an essential element of the design? Will you be using all or just part of the book? The need to write throughout almost an entire book indicates that the book should be used as a consumable item.
3. Content: Reading material will usually require little writing. Most reading questions can be answered by a letter or a few words easily copied onto scratch paper. Math problems need to be worked. Some texts provide adequate work space while others are spaced so tightly that the student is often better off copying the problem on paper before the work begins. Some content requires more writing than others.
4. Student Functioning Level: Lower level students frequently require more writing than advanced students. The easy reinforcement of working within the text may provide instructional ease that would not be present were the student to copy the work onto separate

paper. Individual learning disabilities must also be taken into consideration. Copying can frequently multiply the difficulty factor of a given task.

5. Program Design and Physical Plant: Does your program provide for individualized instruction or for groups of students (a class) studying the same thing? What are the long-range program plans? Do you have, or do you anticipate having a physical space suitable for storing an instructional materials library within or adjacent to the instructional area? Using non-consumable materials will allow you the opportunity to expend less each year for instructional materials and at the same time build a library of instructional materials which are capable of meeting the varied instructional needs of your students. A good library of materials is, however, of little value unless teachers and students can have them available within the instructional setting.

6. Staff Choice: Each instructor will have a preference. Some teachers find it difficult to teach well without having the student write in the book. Other instructors prefer to have the student use the book as an introductory learning tool, then discuss and/or process various techniques to reinforce the textbook ideas.

EVALUATING PRINTED MATERIAL

How do you decide which book is the best to use? No rules can be given, but some guidelines will help you select materials which will be useful and interesting to your students.

Teachers should be familiar with all types of material. Teachers should understand the individual merits of each type and style of material. You can plan the use of materials in such a way that the best qualities of the material are exploited. The following list will help you identify appropriate instructional aids:

1. Topics should be of current interest and oriented to the present. The interest level should appeal to the background of the adult being taught.
2. Material should be free of labels or marks which indicate a particular grade level.
3. The appearance, inside and outside, should be neat, colorful, non-cluttered and inviting to adults.
4. Structural arrangement of the book should conform to good principles of teaching (sufficient illustrations, repetition and practice, consistent vocabulary and review testing).
5. Material should encourage further study and/or reading.
6. Topics should help the student cope with his environment. They should present vital, true and realistic life styles with life situations touching on everyday concerns (employment, housing, social security, finances).

The following are more specific points to be considered when examining materials for use with adults and directly influence the readability of instructional material:

Length of Sentences: Sentences should be short (10-15 words). Structure should be simple for entry and lower level students. Compound and complex sentences should be reserved for upper level students only.

Dependent Clauses: Compound sentences are preferred to those beginning with which, that, or because clauses.

Verbs and Verb Forms: Strong verbs in present tense are preferred. The student lives in the present, relates well to it and see experiences as existing in present. The past is over and better forgotten and the future is something he/she prefers not to think about.

Hard Words: The teacher must vary the use of hard words according to individual student's functioning abilities as well as life backgrounds. Generally, the more affixes there are, the harder the word. Generally multiple affixed words present a generalized concept rather than the hard visual reality needed by the student.

Contractions and Dialects: The student may recognize the words 'are' and 'not' but fail to recognize the word 'aren't'. Broad use of contractions encourages problems of comprehension. The same may be said for dialectic patterns.

Conjunctions: The teacher must limit the use of then and when and avoid when possible words which require the student to take a mental leap backwards (because, therefore, if).

Personal Reference: A 'rule of thumb' states that copy becomes readable if it contains eight to ten personal references per hundred words. Personal references humanize. Students tend to avoid thinking in the abstract; therefore, generous use of personal references make the material more readable than almost any other factor. Careful note should be made, however, to see that pronouns are placed close to the nouns to which they refer to avoid reader confusion.

TEACHER'S CHECKLIST FOR EVALUATING MATERIALS

1. Is consideration given to the characteristics and background of the student who is to use the material?
2. Is the purpose for which the material is to be used identified?
3. Are subject matter materials and learning activities acceptable in terms of youth and/or adult interest levels?
4. Will materials encourage individual reading, speaking, writing, study or application of the individual's daily activities?
5. Will the material raise the student's self-esteem and help him/her gain insight into his/her self-image?
6. Is the language adult in tone and structured in such a way that maximum readability is obtained?
7. Are sentences written in the familiar vernacular with ample use of strong verbs and personal reference words?
8. Does the material have built-in reasoning and evaluating devices to help the learner and teacher determine progress?
9. Are the directions simple and clear so that the learner can follow them with little difficulty?
10. Does the design of the system allow for maximum progress according to the ability of the individual?
11. Does the material depict real life situations?
12. Does each lesson teach a single concept or a small number of related concepts thoroughly?
13. Are the skills and concepts taught in a logical sequential order? Can the student easily understand this logical order?
14. Are the materials inexpensive and/or consummable? Are they of good quality? Are they readily available when needed?

Materials

Some materials are available in your center. Many materials are available within your community. Keep your eyes open for material that will help your student learn. Ask your director or cluster coordinator about materials. Most publishers print a few materials suitable for use with adult students. The following is a list of publishers whose materials are used most often by adult teachers in Kansas:

Steck Vaughn
P.O. Box 2028
Austin, TX 78768

McGraw-Hill
1221 Avenue of the Americas
New York, NY 10020

Follett (not currently as popular)
1010 W. Washington Blvd.
Chicago, IL 60607

Regents Publishing Co. (ESL)
2 Park Avenue
New York, NY 10016

Scott Foresman
1900 E. Lake Avenue
Glenview, IL 60025

Janus Book Publishers
2501 Industrial Pkwy, West, Dept. C.
Hayward, CA 94545

Cambridge
880 Seventh Ave.
New York, NY 10019

Barnell Loft, LTD.
958 Church St.
Baldwin, NY 11510

Frank Richards Publishing Co.
Pheonix, NY 13135

Allied Educational Press
P.O. Box 78
Galien, MI 49113

New Readers Press (Low Level Reading & Basic Literacy)
P.O. Box 131
Syracuse, NY 13210

You may want to write each publisher and request a copy of their latest instructional materials catalog. Be sure to state that you are interested in Adult Education materials. In some cases the publisher will supply you with a sample copy of materials which are of particular interest to you.

TESTING AND ASSIGNMENT OF RELEVANT MATERIALS

Testing

Testing adult students is extremely important for a number of reasons. Adults are in a hurry. They do not have extra time to spend studying what they already know. They need to complete their tasks as quickly as possible so that they can progress to the next point in their lives. For this reason you need to find out how much knowledge of the subjects to be taught the student already has. You need to know how the student learns best. You need to test to be sure that the student is moving toward the goals the two of you set out to attain. You need to show yourself and the student the areas of strength and weakness in order to help the student use his/her strengths to master weaknesses.

There are many types of tests and many ways of testing. Adults are often ill-at-ease when they return to the school setting. Some come reluctantly. Some come under orders. Some come wanting to learn but uncertain they are capable of learning. It doesn't take much to 'turn them off' and send them home for good. You must always be ready to listen. Listening is a gift you can give. It doesn't cost you a cent. To the unsure person--the person needing a listener--it is a gift beyond price. Listening allows you to learn a lot about your students, their understanding and their progress. In addition to remaining a good listener, you will want to keep these points in mind while testing:

1. Many adults cannot easily read involved directions. They are usually too shy or embarrassed to ask for help. Therefore, registration and testing areas should be near a main entrance and easily accessible. If the area needs to be elsewhere, arrange for a friendly escort.
2. Adults are extremely sensitive about their lack of education. They prefer an interview setting which is not open to public view. The quiet privacy of an office with only the examiner and student present is preferable.

3. Adults sense 'put down'. They react with negative attitudes and behaviors when treated as children or less than those with whom they are dealing. The examiner needs to be sensitive to the needs and status of the working and non-working adults.
4. Instructions can be easily misunderstood. They should be stated clearly and concisely several times. The examiner will want to ask questions to make sure that instructions are heard and understood.
5. Some adults are so afraid of tests that they panic when they see a long list of questions. Divide your assessment into small bites and give one bite at a time. Testing is a part of life and your students will need to become more at ease with the testing environment. The 'one-bite-at-a-time' procedure will help.
6. You must use a variety of testing tools throughout the instructional experience of the student. Those you make, those the student makes, and those purchased or prepared by other students and teachers can all be helpful and provide variety for you and the students.

Tests only indicate what may be true at a given point in time. Any test can give you only part of the picture. Test results should be used only in conjunction with other information gained about a student's needs, attitudes, and progress. Tests can often be more difficult than the test was meant to be and many tests have time allocations designed for children, not for adults.

Here are criteria for evaluating a standardized test:

1. Content. For adults?
2. Validity
3. Direction. Clear, concise, easily understood
4. Scoring
5. Norms. Adult norms not child.
6. Reliability

7. Standardization
8. Time limits
9. Publisher, authors, date

Here are types of tests frequently used in adult education:

1. Placement
2. Diagnostic
3. Diagnostic/Prescriptive
4. Interest
5. Achievement
6. Aptitude

Test Recommendations for Kansas Adult Basic Education

The following list was compiled at the request of Kansas program directors and the State Director of Adult Education by Deborah Goodman, Dodge City, and Joy K. Choens, El Dorado. Additional information concerning these or other tests to meet special needs may be obtained by contacting either of the above persons.

I. Placement: Class and/or Grade Level

   A. Wide Range Achievement Test (W.R.A.T.)

      Math and/or Reading Sections

   B. Quick Guage of Reading Ability

   C. London Procedure: Word List

II. Diagnostic: Learning Disability

   A. London Procedure

III. Diagnostic/Prescriptive

   A. Task Analysis

      Particularly valuable below 5.0 functioning level.
      Math, Reading available: Project CLEAR, Johnson County Community College.

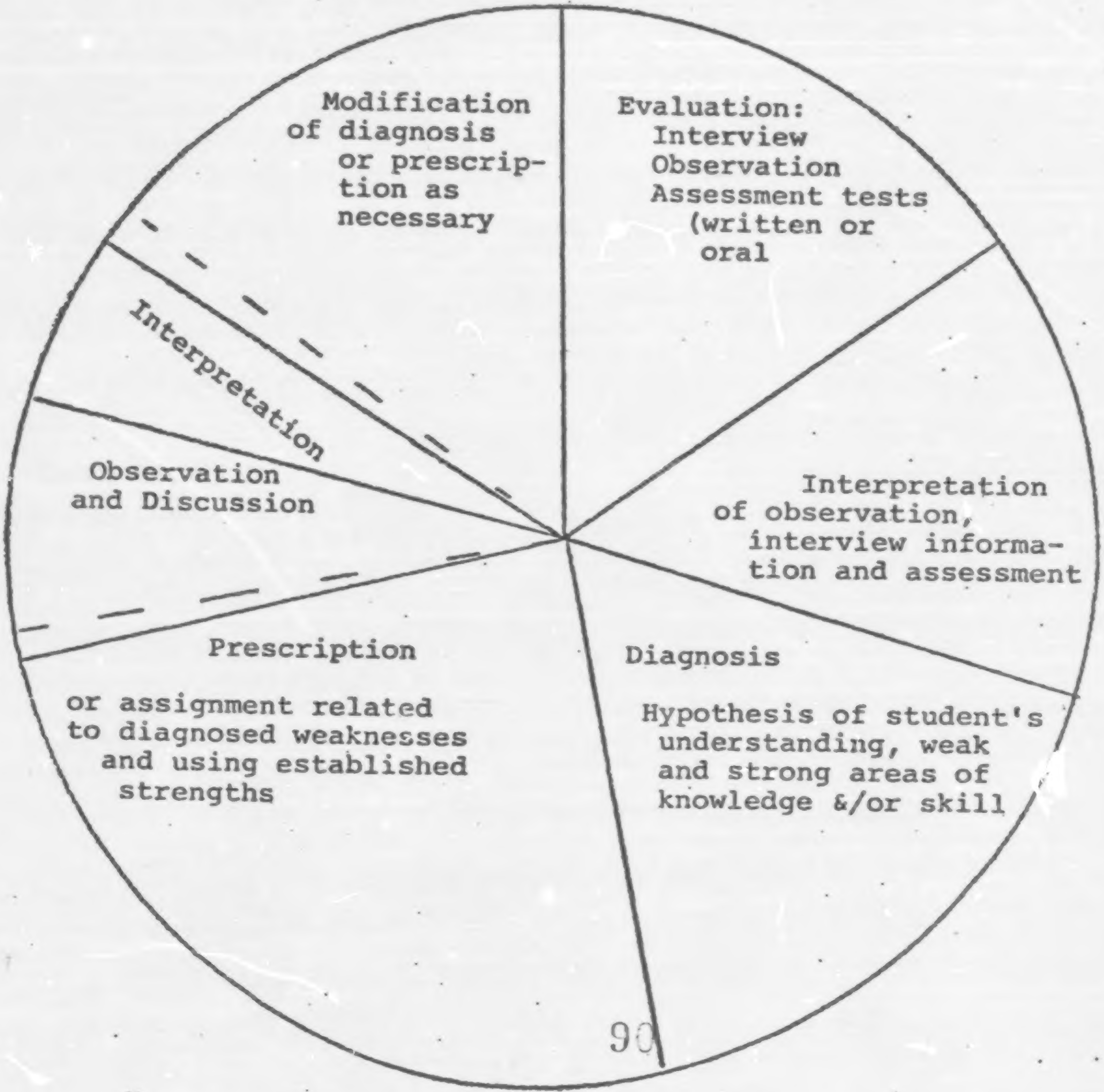
   B. Kansas Adult Test Battery

      GED Skill Areas. Primarily for those functioning above 5.0 level.

Assignment of Relevant Materials:

The diagnostic-prescriptive approach to teaching is frequently used in Adult Education. This approach furnishes a sound foundation upon which relevant learning materials may be assigned. Study the circle graph below. Start with evaluation and move in a clockwise rotation. This graph will help you obtain an overview of the diagnostic-prescriptive process and provide a means of checking yourself to avoid omission of essential steps within the process.

DIAGNOSTIC-PRESCRIPTIVE APPROACH TO TEACHING


Evaluation:
Interview
Observation
Assessment tests
(written or
oral
Interpretation of observation, interview information and assessment
Diagnosis
Hypothesis of student's understanding, weak and strong areas of knowledge &/or skill
Prescription
or assignment related to diagnosed weaknesses and using established strengths
Observation and Discussion
Interpretation
Modification of diagnosis or prescription as necessary

PRESCRIPTION considers, for purposes of instruction, only those things the student needs. A good prescription tries to utilize a student's strengths in overcoming the weaknesses. A good prescription provides for student study in parts of a text which are relevant to his needs rather than expecting the student to process through an entire text.

OBSERVATION of the student working and the ease with which the material is handled provide another INTERPRETATION. Your dialogue with the student and progress testing will also assist in this interpretation. The result of this interpretation may be (1) the prescription is satisfactory, continue as prescribed; (2) the prescription is satisfactory but the technique and/or material needs modification; or (3) the prescription needs modification.

MODIFICATION can occur in two ways: through variation of the original diagnosis or through the interpretation and assignment of the prescription.

Continual interpretation of progress is necessary for maximum efficiency of the diagnostic-prescriptive cycle. Modification can actually occur many times as more information about the student is acquired. Finally, after a prescription has successfully remedied the problem and the skill is mastered the cycle begins again.

The flexibility of the cycle lends itself to the flexibility of the teacher and the varied individual needs of the student. Interpretation is a constant factor, and takes place to some degree in each phase of the cycle. This need not be laborious. Rather it must be done almost instinctively as the student is observed working with and through each skill and/or knowledge area.

The diagnostic-prescriptive cycle begins with an INTERVIEW with the student. You will want to find out about the student's reasons for coming to your program, individual feelings, and personal and educational goals, both short and long range. The interview provides a time for becoming acquainted and establishing a feeling of harmony, friendship, and a joint working relationship. It is a time to put the student at ease. During the interview and assessment period you will OBSERVE the student in action. You will begin to understand how the student deals with his world and receive some indication of the ways in which the student has probably learned best in the past. You may also receive some strong indications of the things the student has disliked intensely about education in the past.

The interview is followed by an ASSESSMENT of the student's ability. After the assessment is scored you will be ready to put everything together. This part of the cycle is called INTERPRETATION. All information is considered. It is a period of judgement. It is not a final decision but a temporary one based upon the best information you have at this time.

Now comes the DIAGNOSIS. This is your working hypothesis. This is your working judgement of the student's strengths and weaknesses as well as some tentative judgements concerning why deficiencies may exist. The diagnosis is a listing of those skills and knowledges which the student needs. From this diagnosis a PRESCRIPTION is written.

The PRESCRIPTION provides a written guide for you and the student. It states the thing to be learned and the method or material which is to be used in the learning process. The prescription may be written for the complete diagnosis or a small part of it at one time.

WHERE TO WRITE OR CALL WHEN YOU NEED HELP

You may find that you need information or special materials not available at your center. There are places to call or write for this assistance.

Ask your director for the name of your Area Coordinator and the location of the nearest Area Resource Center. Your Area Coordinator can answer many of your questions. Each Area Resource Center contains a variety of materials which you can often borrow.

In Kansas, the following persons or sites can help you locate materials you may need:

Joy K. Choens
Community Resource Center
215 S. Gordy
El Dorado, KS 67042
Phone: (316) 321-4030

Debbie Goodman
Dodge City Resource Center
1001 North Second Avenue
Dodge City, KS 67801
Phone: (316) 225-0186

If you would like a review of a particular workbook or series or if you would like information on available teacher made materials you may wish to contact:

Adult Education Clearinghouse
Montclair State College
Upper Montclair, NJ 07043

Educational Resources Information Center on
Adult, Career, and Vocational Education
Ohio State University
1960 Kenny Rd
Columbus, OH 43210

Both the Clearinghouse and ERIC have many divisions and services which are available to help you.

If you need information or materials and resources for serving the Indochinese ESL student you may wish to contact:

Indochinese Materials Center
U.S. Department of Education
324 E. 11th St., 9th Floor
Kansas City, MO 64106
Phone: (816) 374-3976

The following people may be able to help you serve the special needs of your students. If they do not have the answer to your special need ask them to give you the name of someone else to contact.

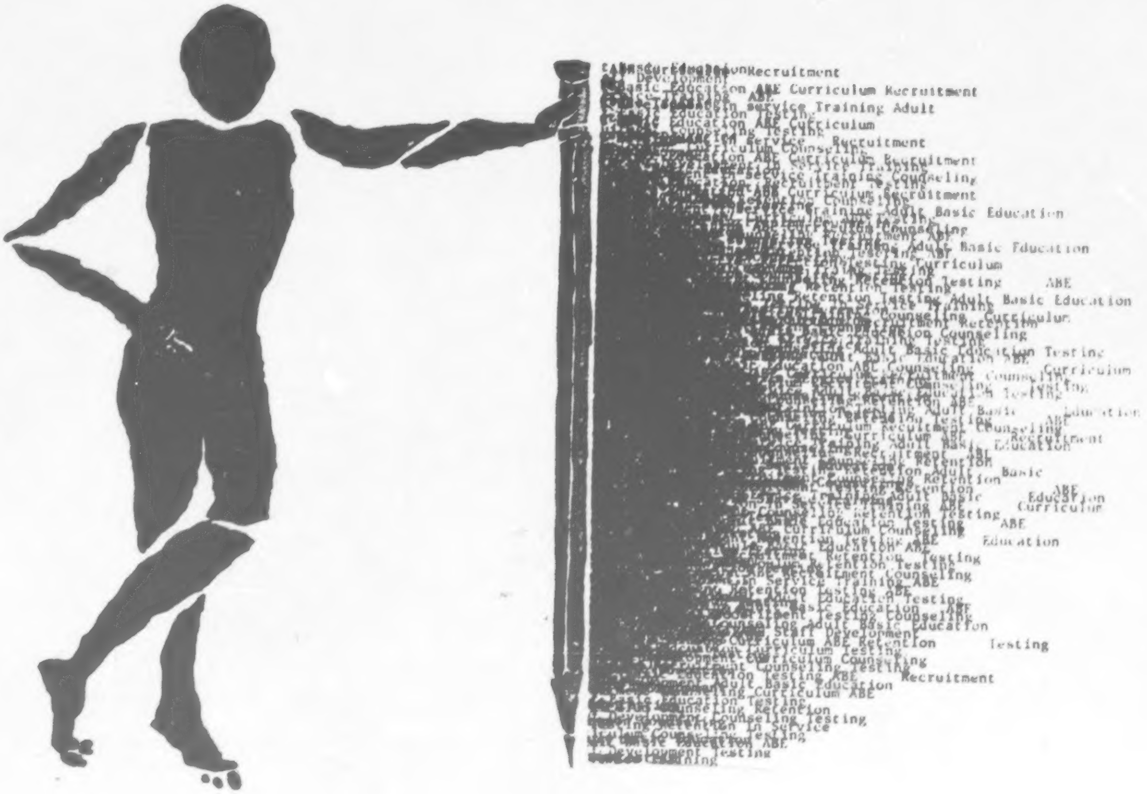
FOR HELP WITH:	CONTACT:
Low Level Readers	Rosemary Paine Osawatomie State Hospital Box 500 Osawatomie, KS 66064 Phone: (913) 755-3151
	Joy K. Choens Community Resource Center 215 S. Gordy El Dorado, KS 67042 Phone: (316) 321-4030
Learning Disabled	Xyla Johnson Seward County Community College Box 1137 Liberal, KS 67901 Phone: (316) 624-1951
	Marilyn Allai 205 S. Locust Washington School Pittsburg, KS 66762 Phone: (316) 231-3730
Mentally &/or Physically Handicapped	Joanne R. Bodner Johnson County Community College College Blvd at Quivira Rd Overland Park, KS 66210 Phone: (913) 888-8500 Ext. 318
	Janet Thompson Dunbar Adult Center 923 Cleveland Wichita, KS 67214 Phone (316) 265-9551
	Debbie Goodman Dodge City Resource Center 1001 North Second Avenue Dodge City, KS 67801 Phone: (316) 225-0186
English As A Second Language	Sandra Bible Community Service Center 2048 N. 5th Street Kansas City, KS 66101 Phone: (913) 371-6491

An attempt is constantly made to make teaching into a science, such as inventing "teacher-proof materials" and creating "relevant new curricula." In this display of ambition, where do we place the student? The under-educated may not be able to read books but he/she can read human nature. A student knows in a second whether our smile has a sincere brotherly interest. We must learn to love our brethern more and our technology less. The most refined materials can remain cold to the student. When warmth, affection, empathy, and genuine concern are placed at the center of our educational process, the student perceives this and begins to learn. Only the human element can add understanding, praise, and encouragement to a program. The warm teacher cuts "no" out of his/her vocabulary. The teacher reveals genuine respect for the person who comes searching for help and yearning for learning.

The initial contact between the student and the teacher is all revealing. We all send and receive messages every minute of the day. Our messages given silently and quite unconsciously often reveal the opposite of our verbal messages. Our gestures, posture, facial expressions, and tone of voice will reveal sincerity if it is at the very core of our beings. This is the message that comes across to the student. At the same time, the teacher can be very much aware of the student's silent message, to reassure and keep him/her encouraged and motivated. It takes great courage on the student's part to enroll, to admit a weakness and the need for help. The responsibility that lies on the teacher's shoulder is to keep that student enrolled.

Recruitment, Counseling and Retention

Section VI



RECRUITMENT, COUNSELING AND RETENTION

Before the teaching techniques, curriculum, and materials can be utilized, the ABE student must be recruited into the program and must be retained there. To achieve these goals, the ABE teacher must know how to:

1. recruit students
2. make intake a positive and informative experience
3. guide and counsel students
4. retain students
5. refer students to other agencies for help.

This section of the manual will help you master these objectives. It will also point to some of the objectives to be covered in the sections on testing and record keeping.

INITIAL INTERVIEW

When conducted properly, the initial interview is more than a source of basic information. It can be - and should be - a time to welcome the student and to allay any fears and apprehensions about returning to school.

The sensitive, alert teacher can, at first contact, make a lot of accurate observations of the adult. A teacher can see the sex and the general age range of the student. The age range includes young adulthood, the middle-aged, or senior citizen. Each group has a different set of needs, even though basic needs can be similar. From careful observance of the person's appearance, a teacher can determine many things. The student's general health will be revealed as average or under-average. With a little conversation, a teacher can assess the student's socio-economic level. With continued conversation, a teacher can determine the student's general educational background. The student's residential area will suggest whether skills are needed to survive in an urban or rural area.

Much of what the student tells the teacher during the interview will be information the student is neither proud nor happy about - age, employment status, home life, and the record of previous schooling. The information is not the makings of a success story. Particularly painful to some ABE students is their inability to read and write, a fact which they have successfully hidden from the world until now. Those still not ready to admit their illiteracy during the interview will sometimes resort to "I left my glasses at home" when confronted by a reading test. In such cases it is best to forget about the test and to enroll the student in the first reading level.

From the student, the teacher picks up only what is provided freely. The student will, of course, be willing to give name and address. When the teacher asks for place of birth, it is possible to learn of a second language background. This may denote special needs if little help has reached the student previously. On the other hand, if native born in the local area, the student's experience will be much different.

As the student tells you reasons for enrolling, goals will begin to be revealed, perhaps even some previously not recognized by the student. Is there a time limit on these short-term educational goals? If so, why? Discuss this with the student. Some limitations may be unrealistic. The student needs to realize what goals can be attained.

Often the question is asked, how long will it take? Remind the student that it is determined by the amount of time given to the work. The more time given, the more quickly the work can be completed. As educational short-term goals are set up, you can ask about a place to study at home, or if a place at school will be necessary.

As the student discusses employment history, it can reveal employment goals for the future. Then the teacher can discuss handicaps in relation to employment. Ask about any special skills previously learned.

A teacher can expect the student to give an accurate account of prior education. By asking about favorite or easiest classes, it is possible to get a clue to the student's strengths and weaknesses.

A cumulative folder should be opened for each adult upon enrollment. Part-time programs do not allow much time for record keeping. However, local, state and federal agencies which provide funding do require that a minimum amount of data about students be reported. This information will also help the student's future teachers and counselors. Also, the student will not again have to experience the extensive interviewing and testing.

To help the "whole person," the teacher needs to know as much about the students as they are willing and able to communicate.

INITIAL INTERVIEW

TEACHER'S OBSERVATIONS:

- Sex
- Age Range
- Appearance
- Visible Health Condition
- Socio-Economic Group
- Educational Category
- Residential Area

STUDENT'S VOLUNTEERING:

- Name
- Place of Birth
- Special Needs
- Background
- Reason for Enrolling
- Goals
- Employment
- Family

TIME MANAGEMENT

The teacher needs to help the student learn the value of each minute of the day. At the initial interview, the teacher can give out a blank time schedule sheet and assist the student in filling out his/her obligations. This is done to allow the student to see immediately what the week looks like. This will also allow the student to see when work occurs and when school and other obligations occur. The student can see where leisure activities can rightfully be scheduled. This helps to keep life in a happy balance.

For some people it will help to color code their time management sheets. At a quick glance they can then see where each time block is.

A code that has been used successfully is as follows:

red - class time: a time to stop and think
yellow - eating and grooming: "Caution" because a person can easily spend too much time here
green - the time spent making money
orange - chores: no pay, so be careful and don't be too slow
gray - commuting: road work that we have to allow
purple - church activities: an important part in the adult's life
blue - sleep: beautiful time!!!

TELEPHONE TECHNIQUES

Initial contacts made with students over the phone are very important. The old saying "First impressions are lasting impressions" holds true right here! Those few minutes are going to lead the prospective student into the program or drive the person away. Those answering the telephone must speak distinctly with an unhurried voice. The person calling may have a hearing problem or not be familiar with the English language as is commonly used.

The student deserves an answer to all questions, so have at your fingertips answers to almost any question that may be asked.

If an appointment is necessary, the appointment book must be kept at the telephone so the arrangements can be made immediately.

Those taking the call must maintain a warm, friendly voice at all times. Some encouragement is usually needed at this first contact. The initial phone call may take all the courage the student has. With this in mind the prospective student will need support to enter the program. You should know how to give easy-to-follow directions to reach your center. You may need to give clear directions to find your office.

RECRUITMENT

The problem of adult illiteracy in the United States is still a vital and compelling concern for adult educators. Only a very small percentage of the educationally disadvantaged population is being reached. The illiterate cannot read our advertisements--in newspapers, on billboards, brochures, posters, whatever. We have to recruit by word-of-mouth.

The students' access to information is only what they hear. However, the words of many mouths can spread many success stories. Many people are glad to tell others of help available. Local service agencies can help you spread the word.

The welfare department can help recruit students who go there for financial help. County welfare departments will often refer their clients to ABE programs or provide lists of persons in need of basic education to ABE administrators or teachers.

The public health department may be aware of some who need educational help. In turn, the public health department can be helpful in educating a class by providing varying amounts of free or low-cost health care, chest X-ray, and speakers on health and sanitation.

Personnel of state employment agencies are acutely conscious of the need for basic education. They see large numbers of job seekers whose placement tests show unemployability because of educational deficiencies.

Labor unions will help you to recruit students by referring them to your program. Local labor organizations have long been interested in adult basic education. Their education officers often serve on lay advisory committees of ABE programs. They stand ready to contribute time, money, or facilities to help the program in some appropriate way.

Private business and industry may give students time off and may provide free literature, as well as encourage class tours. Business and industry have recently become interested in adult education. They may be able to provide a variety of reading materials and other equipment or supplies for the program. They also help the teacher plan class visits to their plants or locations.

RETENTION

Retaining a student in the program can be accomplished by practicing the techniques covered in this manual.

Wary students are retained by helping them recognize their learning problems and by developing instruction plans based upon their specific needs.

Dealing with the "whole person" to meet individual needs promotes retention. By listening, a teacher can learn what those needs are. Do you relate to the student's:

- job skills and career education?
- transportation needs?
- children and family life?
- general health?
- religion?
- legal rights?
- social values and environment?
- needs as a consumer?

A teacher must help the student set short-term realistic goals to meet needs, then motivate that person toward these goals. By identifying strengths and weaknesses, the teacher can:

- encourage possibility-thinking
- ensure more rapid progress by giving frequent lessons at the beginning of the program
- ensure frequent successes
- check progress frequently
- praise every true success
- use supplementary materials keyed to specific needs or interests

With instruction, a teacher constantly needs to allow time for consultation to keep aware of the student's needs. The teacher may be unaware of it, but to the student, the environment of the center is a variable in his/her life. The student adjusts to one group of people only to find new faces at the next time of attendance.

Evaluation in various ways must also be done often so the student can be reassured and encouraged to keep attending class.

The teacher must keep alert to pick up any clues the student may be throwing out that would indicate frustration in any area of his/her academic or personal life. Only then does the teacher deal with the "whole" person. The teacher must understand that a student often leaves a program because of a shift in priorities. By holding the file until the student returns you have assured the student's place in the program.

REFERRALS

Teaching the disadvantaged adult is providing an educational program which indicates an understanding of the interests and abilities of adults. The ABE teacher should be aware of the responsibility of presenting information which offers assistance available for people with problems. The teacher needs to know how to introduce the services of community resources as well as the places where these services are offered. An agency checklist or record can be organized in a teacher's resource file. Information concerning experiences with the various agencies in the past can be included, as well as a list of local referrals for dealing with problems needing professional assistance. The following are examples:

- psychiatric help
- economic assistance
- employment
- housing
- specific health problems
- family counseling
- legal matters
- insurance
- taxes
- immigration laws

Some types of services offered by agencies include the following:

Library: demonstrations, parent talks, films, guided tours of facilities, and free loan of library books, records and such.

Department of Health: family planning, prenatal clinics, X-ray clinics, alcoholism clinics, drug abuse, mental health centers, and medical assistance.

Department of Social Services: single parent counseling, legal aid to those in the Medical Assistance Program, consumer protection, adoption services, help in reporting housing complaints, day care, public assistance, food stamps plan, emergency assistance, and homemaker services during crisis situations.

Department of Vocational Rehabilitation: services to individuals with a permanent disability which constitutes a vocational handicap. Available services include diagnostic medical, psychiatric, and psychological examinations; vocational diagnosis and counseling; appropriate vocational job training and placement; job follow-up; services to family members; reader services for the blind; interpreter services for the deaf; tools, equipment, and work licenses.

Department of Employment Security: usually consists of two divisions. The main function of the Employment Service Division is to act as a clearinghouse for workers, job openings, and support services for on-the-job training. The main function of the Unemployment Insurance Division is the payment of unemployment benefits to eligible persons and the collection of Employer Contributions to the Unemployment Insurance Fund.

Volunteer Agencies and Civic Groups: Local religious groups, particularly the women's auxiliaries, are often looking for worthwhile community projects and will usually be anxious to help the ABE program if they are made aware of its needs.

The Red Cross and Salvation Army can extend emergency help because of natural disaster or some form of personal catastrophe while government agencies or insurance companies are investigating claims. The local Red Cross can also provide instruction in medical self-help, first aid, baby care for expectant parents, and related subjects.

Many civic groups and clubs are anxious to begin community improvement projects and will welcome the chance to assist ABE programs. For example, Lions' Clubs have provided eye care and glasses to thousands of indigent people.

Children's and family service agencies provide family counseling. Services vary from one community to the other, but the students should be informed of what is available to them.

Garden clubs and civic improvement groups will be glad to supply competent speakers who can help students to beautify their homes or streets, plant gardens, or launch paint-up or clean-up campaigns.

The League of Women Voters provides information about voter registration, candidates and issues in elections, community agencies, and other facts about citizenship. They can provide speakers and literature about all aspects of the community's political life to help students understand how they can become participating, voting citizens.

Planned parenthood associations can provide literature and speakers or personal instruction and counseling to those students who are interested in more information on birth control methods.

The ABE teacher has the responsibility of identifying the needs of the students, then making these needs known to local organizations, assuring them that their assistance is both necessary and welcome.

CONCLUSION

To teach the student successfully, the teacher must try to understand, and not disparage, the student's values and cultural differences. The teacher needs to realize that cultural differences must be appreciated, respected and preserved.

You will have to know a great deal about the world of the ABE student, and how it contrasts with your own. You will be unable to understand the student's behavior and responses unless you know about his/her culture and values -- habits and routines, family ties, what is considered important or unimportant, what behaviors are considered proper and commendable, and those that are considered bad or even unimportant.

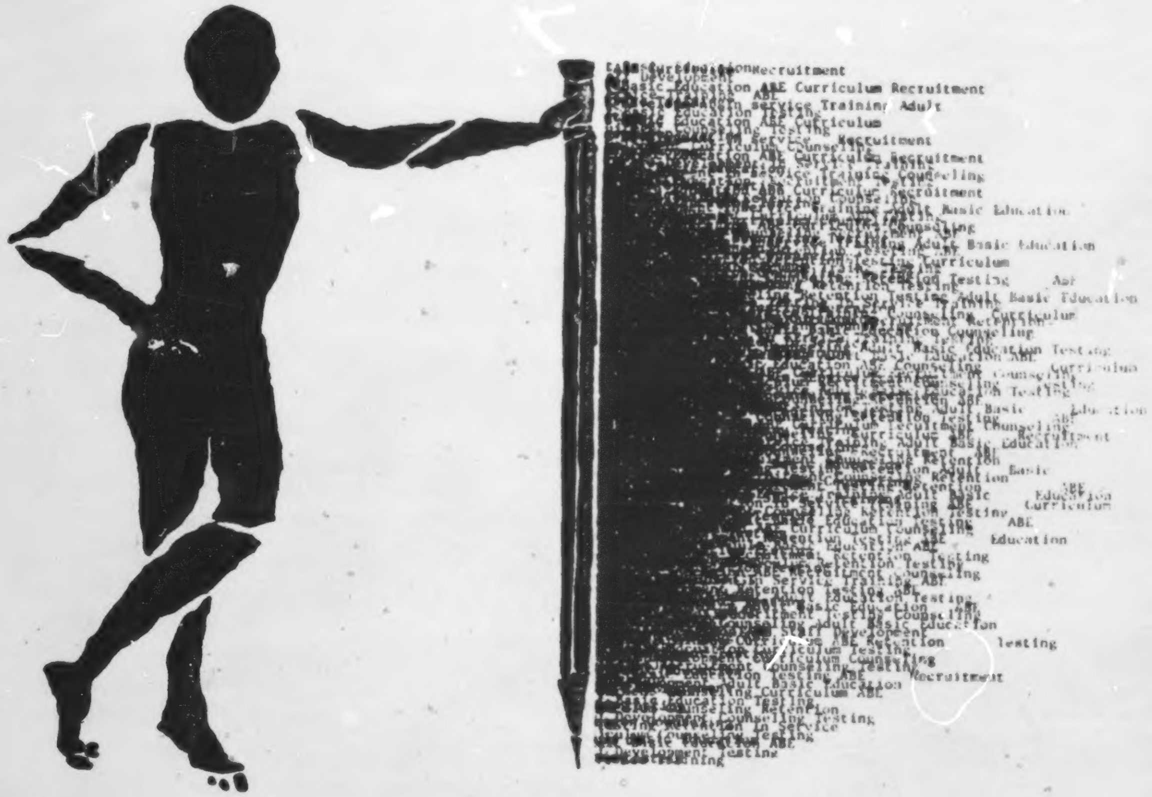
You will have to accept and tolerate cultural and value differences, though you may feel very keenly and with great conviction about your own background and values. You must understand that your student grew and developed behavior patterns in a different environment from your own, and that he/she was surrounded by different cultural practices. The teacher must not sit in judgment of the student's world. The differences must be accepted and tolerated, and through them, you, the teacher, can indeed gain insights into the student's behavior through your growing knowledge of his/her culture.

The importance of accepting and understanding culture differences cannot be stressed enough, for as a result of these conflicts, many children of minority groups have poor self-esteem, are embarrassed about the contrast between language spoken at home and that at school, and puzzled about the contrast between behavior expected at home and at school (those we call cultural differences).

You must demonstrate in your behavior and in your speech that you respect your students, that you respect their background and culture, that they are worthy individuals, and that you have confidence in their ability to learn. The finest proof of the teacher's respect for the culture of the student is the teacher's ability to converse with the student in his/her native language; this skill is invaluable. The teacher who lacks this knowledge can show respect by learning some common words and phrases from the student. This provides a double benefit: the teacher acquires a smattering of a second language and at the same time forms a bond with the student.

Testing

Section VII



TESTING

To effectively serve the ABE student, a teacher must know where the student is at entry, what progress the student makes during the program, and what the student has accomplished at the end of the program. To carry out this cycle, the ABE teacher needs to know how to:

1. assess students on entry to place them at the appropriate instructional level.
2. diagnose strengths and weaknesses in specific skills areas to provide remediation
3. evaluate student progress
4. test for certification or completion
5. relieve student's test anxieties

This section of the manual will help you master these objectives.

ASSESSMENT

As you contemplate the entrance of each potential student into your adult education program, there are myraid decisions which must be made relative to the possible degree of success the student will experience in your care. These decisions involve both informal and formal assessment of the student.

TO ASSESS YOUR STUDENT INFORMALLY

The initial interview is the most common form of informal assessment. At the initial contact, knowledge gained about the student should include more than what grade was completed or the last school attended. The section on initial interviews from the previous chapter outlines a multitude of questions which can be developed during enrollment -- how long has it been since the student was in school; why did the student leave; what type of student was the individual?

Initial interviews should reveal only as much personal information as the student is willing to provide. You should find out through the interviewing conversation the basic motivation which brought the student to the classroom. Many times the motives or goals are unrealistic and you must work with the student to bring those goals into the realm of reality.

TO ASSESS YOUR STUDENT FORMALLY

Most adult educators caution against intensive testing of adults when the students first enter the program. However, some information such as the student's potential ability to read and the student's potential to do basic academic tasks is needed to place the new student. The initial interview is a good time to get this information. A teacher needs to know the student's strengths and weaknesses to best deal with his learning needs and to choose appropriate materials. A short word recognition test will reveal the student's reading level. Examples are: San Diego Quick Assessment, BOTEL, SORT, and Wide Range Achievement Test, or TNAT. The basic structure and function of each test is as follows:

SAN DIEGO QUICK ASSESSMENT - Margaret LaPray, Ramon Ross

Individual - Diagnostic

To provide a gauge of student's level or reading ability and to detect errors in word analysis.

Range 1 - 11

No time limit

One form

No manual

Words are typed on 11 index cards

Scored as student reads each card

Difficulty increases with each grade level

BOTEL READING INVENTORY - Follett Publishing Co.

Individual - Group - Comprehension

Instrument to identify reading grade level for reader or non-reader - the concept of opposites

Range 1 - 12

No time limit

One form

No manual

Hand-scored by administrator

SLOSSON ORAL READING TEST - Slosson Educational Publications, 140 Pine St., East Aurora, NY 14052 - Richard L. Slosson

Individual Placement (word identification)

To provide an instrument for initial placement based upon power of word identification

Range 1 - H.S.

SLOSSON ORAL READING TEST (Cont.)

Time - approximately 3 min.

One form

Manual

Easy to use

Hand-scored by administrator

200 words on graded level of difficulty

WIDE RANGE ACHIEVEMENT TEST - Jos. Jastak, Sarah Jastak - Jastak Associates, Inc., 1526 Gilpin Ave., Wilmington, Del. 19806

Individual achievement

Screening instrument in math, reading, and word identification

Range 12 - Adult

Time - 20-45 min.

Form - Level II

Manual

Hand-scored by administrator

Math - fundamental skills to basic algebra

Reading - vocabulary list beginning with letter names to college level words

TEST THAT'S NOT A TEST - Don A. Brown - Basic Education Trade House, 1827 26th Avenue Court, Greeley, CO 80631

Individual - diagnostic

To provide an instrument for initial screening and indicating instructional levels based on oral reading ability

Range 1-6

No time limit - approx. 20 min.

One form

No manual - instructions on test cards

TEST THAT'S NOT A TEST (Cont.)

Scored as student reads each passage

Easy to use

Six short paragraphs - increased difficulty on separate cards

All have proven to be useful with adults and can be easily administered and interpreted by the adult education teacher. The resulting information can be directly linked with the first choice of instructional materials.

Further testing can be postponed until the student is established and more comfortable.

LONDON PROCEDURE - % Laura Weisel, Director of ABE, London City Schools, London, Ohio.

Most adults learn successfully through conventional means; those with learning problems find this virtually impossible. The London Procedure is a screening, diagnostic, and teaching guide for adults with learning problems. It provides materials for diagnosing their longstanding difficulties and provides for an individual educational plan based on the way the adult receives, retrieves, processes, and expresses information. This procedure is designed for use with persons 16 years of age and older and whose reading is lower than 8th grade level.

EVALUATION

TO EVALUATE AND MEASURE YOUR STUDENT

Good tests yield reliable and valid scores with a minimum investment of time and money. You can profit from this investment by using these tests, booklets, scoring sheets and interpreting and using the results to direct the student's learning. The experience with these tests can increase the relationship to subsequent instruction and provide insight to determine and to predict instructional needs. This may be the first time in many years the student experiences any kind of testing. Be sure your explanations and instructions are very clear. Repeat them more than once. Be patient. Be ready to answer the simplest, most obvious questions. Your own friendly, relaxed attitude will help reassure the student. You may use simple materials for practice-testing in advance so your student can be familiar with the testing process. Check the wording on the test. Be sure your student understands. It might be advisable to read the instruction orally. Some students may do better with verbal tests given in private. They may know the material but have difficulty with writing.

You need a clear picture of why you are going to test your student -- to formulate an instructional plan, to determine the strengths and weaknesses in the specific skill areas, and to find the most appropriate level of instruction.

Diagnostic testing will not solve all of these problems, but it will help determine what problems need to be worked on. It will help to establish specific learning outcomes to be measured. Twenty adult education centers across Kansas, when polled about the materials and tests available and used, indicated that the WRAT was the most popular short entry level test. The Michigan Prescriptive Program and the Kansas Adult Test Battery were the most used diagnostic instruments. The test items on the Lockhart are tied to specific instructional skills and make it easy to determine the proficiency in each area.

To accomplish the most effective learning experience and diagnosis of the student's competencies, to determine the popular instructional levels, and to assist in the selection of published tests for use in your particular setting, a list of tests from a number of sources is included here.

STECK-VAUGHN PLACEMENT SURVEY FOR ABE - Beth Philips - Steck-Vaughn Co., P.O. Box 2028, Austin, Texas 78768

Individual - achievement

To assess the achievement level of vocabulary development, reading abilities, language skills and math understanding

Range 0 - 8

Time - 45 minutes

STECK-VAUGHN PLACEMENT SURVEY FOR ABE (Cont)

Forms: L-K, 0-4; M-Q, 4-8

Manual and scoring template

Easy to use

Keyed to specific skill areas matched to SV learning materials

TEST OF ADULT BASIC EDUCATION - California Test Bureau, Del Monte Research Park, Monterey, CA 93940

Group achievement

To measure adult achievement in reading, arithmetic, language, and spelling.

Range 0 - 12

Time: 2 - 3 hours

Forms: 2

Manual

Hand or machine scoring

Four tests

Practice exercise	0 - 12	one	20 min.
Locater test	0 - 12	one	10 min.
Level E (easy)	1 - 5	two	94 min.
Level M (med.)	2 - 9	two	176 min.
Level D (difficult)	3 - 12	two	158 min.

PEABODY INDIVIDUAL ACHIEVEMENT TEST (PIAT) - Lloyd M. Dunn, Frederick G. Markwardt - American Guidance Service, Inc., Publishers Bldg., Circle Pines, MN 55014

Individual - diagnostic

To provide a wide-range screening measure in the areas of math, reading, spelling, and general information, where an overview of scholastic attainment is needed

Range K - HS

PEABODY INDIVIDUAL ACHIEVEMENT TEST (Cont.)

Time: 30 - 40 min.

Manual - 2 easel-kits Vol. I and II

Demonstration exercises begin each test - 5

Subtests: math, reading recognition, reading comprehension, spelling, and general information

MICHIGAN PRESCRIPTIVE PROGRAM - Wm. E. Lockhart - Ann Arbor Publishers Inc., P.O. Box 383, Worthington, Ohio 43085

Individual - prescriptive

An instrument to measure 39 items in English and 49 items in mathematics and shows on two prescription sheets the items the individual should study. Items are keyed to study material.

Range 8 - HS

Time: no limit

Manual

Students can set their own pace for study. Average math gain 1.5 years and average English gain .8 year in total 24 clock hours of study. Students find and use material by themselves.

KANSAS ADULT TEST BATTERY - Joy Choens, Community Resource Center, 215 S. Gordy, El Dorado, KS 67042

Diagnostic - predictive - prescriptive

Assess achievement levels in reading, English, and mathematics and predict readiness to complete successfully the GED exams.

Time: 1 to 1½ hours

Forms: 2

Handscoring

13 areas and 55 specific skills

All the major school material publishers have developed their own series of workbooks to build skills in preparation for successful completion of the GED series.

All series start with their pre-test or diagnostic inventory to pinpoint areas of need. Each has a volume or program of instruction which correlates with the examination. The topics are selected to provide general and supporting concepts in each of the five content areas.

PREDICTION

TO PREDICT PERFORMANCE

A turning point is reached when the student has completed the prescribed course of study. Reinforced by the judgement of the teacher, a prediction of success on the GED examination can be utilized. This prediction can be based on the test books; the last section of the major GED texts is devoted to a post-test, a simulated GED or assessment of the content area to show progress, growth, and skill mastery.

THE OFFICIAL GED PRACTICE TEST (OGEDT)- Cambridge, 888 7th Ave, New York, NY 10106.

The GED Testing Service has developed two practice tests (forms A and B) to help determine the student's readiness to take the GED examination. The practice tests also identify general areas of strengths and weaknesses. It is very similar to the actual test so it gives the student an experience which may help to relieve some test anxiety. The results obtained can be used to indicate how the students will likely perform on the full-length tests and are useful in helping the candidate decide whether to continue the educational process or start the testing procedure.

It is helpful in reviewing the test results to go over the questions and answers with the student as an additional study tool -- to review each question missed, look at the options offered, eliminate the incorrect choices, and examine with the student the reasons for making his choice.

Another prediction option is available:

GENERAL EDUCATION PERFORMANCE INDEX - Don F. Seaman, Ann C. Seaman - Steck-Vaughn Co., P.O. Box 2028, Austin, Texas 78768

Individual-predictor

Devised to measure the extent adults are ready to attempt the GED test and to prevent traumatic failing experience

Time: 3 hours

Forms: AA - BB two

Manual and scoring template

Scores indicate readiness or weakness in specific areas that may need more attention prior to testing

TEST TAKING

The physical conditions ideally should be comfortable. It should be a quiet place where people do not pass by frequently. The lighting should be good. Privacy is also very relevant when testing adults.

School drop-outs frequently have failed academically and may consider themselves stupid. They have generally had negative experiences with the school setting. You must offer them what no other learning experience has -- as much individual attention as you can.

Some adults may never have had the opportunity to continue their schooling and are very aware of this handicap in everyday life and career advancement. They can be very responsive to instruction. They should be treated with respect and courtesy. Do not be condescending in your tone or in your language. Be generous with your praise and positive with your criticism. Keep the atmosphere relaxed, warm, and friendly.

TO PREPARE YOUR STUDENT FOR TEST-TAKING

A discussion of reactions to tests can help the student realize that everyone feels anxiety during tests. Airing these feelings is beneficial.

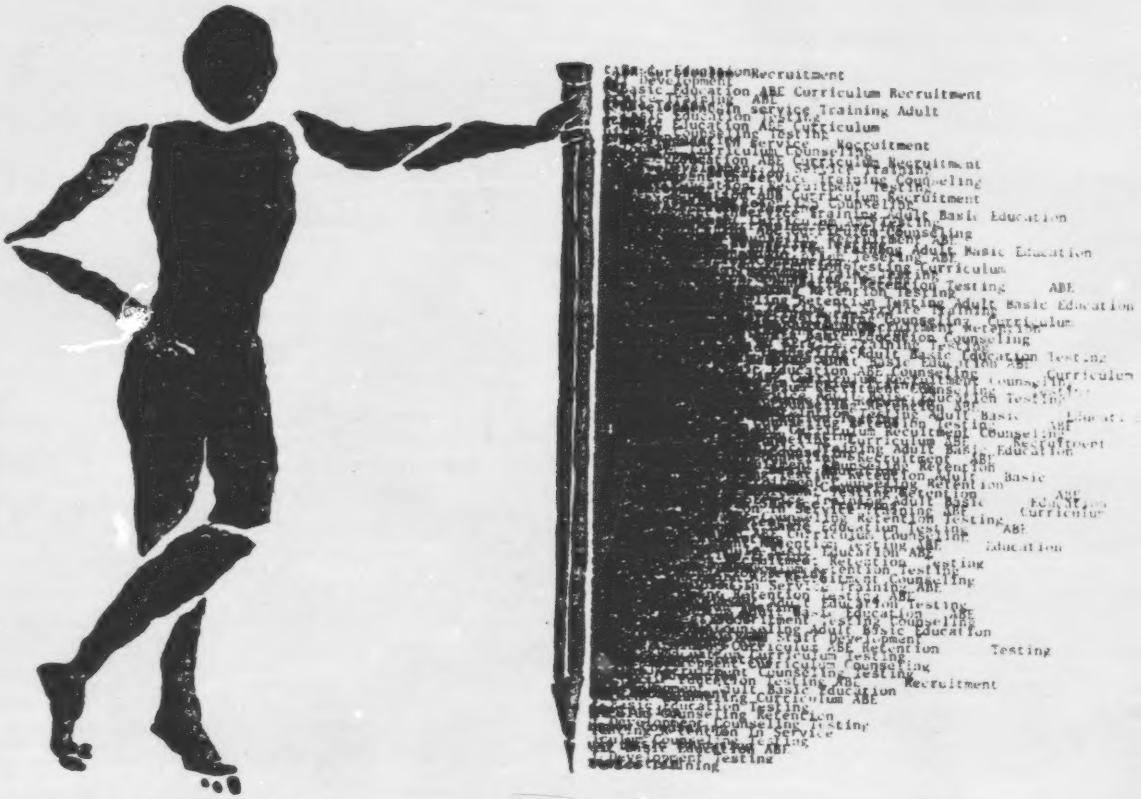
Some guidelines should be formed: a good night's sleep is important; for most a good breakfast helps; and a relaxed, positive attitude is an advantage. Tell the student that "tests only seem important; worrying about them does no good -- it can actually cause you to do poorly; if you are well-prepared, you will do well; just before the test, don't think about points you have studied -- it's more important to have your mind at ease."

Offer strategies for answering questions. Indicate that some students go through all the short questions first, relieve their minds, and then go back and concentrate on the longer ones. Others find that time lost in trying to check which ones they left out on the answer sheet slows them down and they are better off making a "stab" at each one as they go along. They remember to move right along if one question takes too much time. On multiple-choice questions, they eliminate the obviously wrong answer before deciding on the correct one.

Former students who have taken the test successfully can be a boost if they can show how they overcame test anxiety. Maybe after several tries, they said, "If I make it, okay; if not, I'll study more and finally get it."

Record Keeping

Section VIII



RECORD KEEPING

Record keeping is important in any educational program, and ABE is no exception. In fact, it may sometimes seem that the record keeping is monumental. It serves many purposes, though--documentation of student progress, program accountability, etc.--and it is an important part of your job. As an ABE teacher, you need to:

1. maintain records on individual students
2. complete necessary reports for the local program
3. interpret and utilize information found on forms
4. present and enforce local policies and rules

This section of the manual will introduce these concepts. You will need to work with your local program director to truly master these objectives.

RECORD KEEPING

All reporting centers use forms to gather enrollment data for state reports, record results of some evaluation and classification of the student, keep attendance, and plan the student's course of study. A survey of forms is used in Kansas has shown much commonality. However, the survey has only revealed some good things that are being done in only a few centers. These include, among other things, formal and informal interest inventories and questions or forms for ascertaining student nonacademic skills, student goals, evaluation of recruitment methods, and planning each student's course of study. Also in use are booklets with information about 1) the G.E.D. and how to take it and 2) the center and its policies.

The time spent filling out these forms is a good opportunity to visit with and observe the student in order to supplement the information on the forms. Attitudes seldom show on forms but must be dealt with in the educational process. This is also a good time to let the student get to know you and the center and try to ease some tension, embarrassment and self-consciousness. The first impression is an important one and this is the optimal time to help the student feel at ease.

Included here are some sample forms that are a combination of several in the state. The first form is an example of a sheet used to record hours of attendance and the information for both quarterly and yearly reports. If entry evaluations are performed that need only a small amount of space, these could well be done on the back of this sheet.

The second form is a questionnaire designed to be used at program entry. If logistics permit, this is best accomplished with you asking the questions and filling out the form. This helps minimize embarrassment over inability to read and/or write until you have had a chance to establish a rapport with the student and let him/her know that the center is a warm, friendly and accepting place to be. The questionnaire includes questions designed to give you a feel for ways to relate your instruction to the individual student, areas of self-perceived weakness, information for setting realistic long-term and short-term goals, and information to evaluate your advertising program.

Pages 111 to 117 are a more extensive interest survey designed to obtain an in-depth feel for the student's self-perceived needs and wants.

Pages 118 to 122 inclusive are a booklet designed to be gone over with the student at entry and sent home with him for future reference. It includes center hours, policies, calendar, services, and information about the G.E.D. and how to take it.

The next form is an evaluation form to be used upon program exit. This form serves a dual purpose in aiding in evaluation of the center and staff and in providing information for the accomplishments section of the annual report.

Finally, a copy of the quarterly state report has been included. In many centers this form is filled out by the director from the information you gather. It is included merely to illustrate the need for gathering information at program entry.

Forms not included here but well worth consideration include forms for use in the students individual record, recording his educational plan and his progress. These are especially important in open centers where the student may work with two or more different teachers.

Any of the forms included here may be duplicated as is or with revisions to suit your center. Please note that these forms are designed to collect the information needed for 1980-81 reports. Some revisions may need to be done for future years.

NAME____________________ BIRTHDATE____________

ADDRESS____________________ TODAY'S DATE____________

____________________ PHONE____________SEX___

SOCIAL SECURITY NUMBER______________________________

QTR HRS/PROGRAM

1___ ABE___

2___ GED___

3___ ESL___

4___

TESTING SCORES

Wrat R___

S___

M___

R. Comp.___

RECORD OF ATTENDANCE:

August

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

July

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DEMOGRAPHIC AND ENROLLMENT DATA

Ethnic Group
AI Alaskan or American Indian
B Black
H Hispanic
O Oriental
IC Indo-Chinese
W White

Place of Birth
US United States
FB Foreign Born

Category
1 Basic (0-8)
2 Basic (9-12)
U Ungraded
G GED

Target Group
H Handicapped
A Aged 60+
IM Immigrants
W Women with special needs
LE Least Educated
M Minorities
E ESL
IN Institutionalized

Resident Area
R Rural (Community of 2500 or less)
RU Community of 2501 - 99.999)
U Urban (Community of 100,000 or greater)

Participation Status
N New Enrollee
C Continuing or Carryover Student

Enrollment Status
D Dropped
P Promoted
G Graduated

Educational Functioning Level
I 8th Grade level or below by formal schooling or tests.
II 9-12th Grade

Economic Status
A Above the poverty level
B At or below the poverty level

Poverty Level

Single	$4000 or below
Two	5500
Three	7000
Four	8500

For each additional member, add $1000.
If farm persons, subtract $125 from each amount.

LEMIN - Student of educational functioning level I and economic status B (Or the 3 intersecting circles method)

Employment Status
E Employed
U Unemployed
N Nonworker
PA Receiving Public Assistance

SERVICES	Job Referral	
	Training Referral	
	Counseling	
	Day Care	
	Transportation	
	Other (Specify)	
	Bilingual Instruction	
	ESL Instruction	
	Home Study	
	Tutoring	
ACHIEVEMENTS: BASIC/LIFE SKILLS	Personal Satisfaction	
	Government and Law	
	Community Resources	
	Consumer Economics	
	Parenting	
	Occupational Knowledge	
	Health Care	
	Other	
	Level 1 - the 3R's	
	High School Diploma	
	GED	
	Obtained Job	
	Better Job or Salary	
	Entered Educ/Tng	
	Learned English	
	US Citizenship	
	Removed from P.A.	
	First Time Voter	
	Other	
SEPARATION	Completed Objectives	
	Health	
	Child Care	
	Transportation	
	Family	
	Location of Class	
	Lack of Interest	
	Class not Useful	
	Other (Specify)	

NAME:____ QUESTIONNAIRE

THIS INFORMATION WILL HELP US GET TO KNOW YOU AND FIND OUT HOW WE CAN HELP!
Please place a checkmark by the proper answer or fill in the blank.

What is your occupation?______________ How many hours do you work weekly?___

What is your family status? Single___Married___Widowed___Divorced___

How many are in your immediate family?___

How is your health? Excellent___Good___Fair___Poor___Comments:

What are your interests or hobbies?_______________________________________

What is your native language?____

Are you a U.S. citizen?_____

What was your strongest subject in school?_____________________________ ___

What was your weakest subject in school?__________________________________

What grades are you capable of making? A___B___C___D___

Why are you returning to school and what are your goals?

Please check the areas that you would like help with;

___Reading
___Reading Comprehension
___Spelling
___Vocabulary
___Writing Cursive
___Math
___ESL
___GED
___Dictionary use
___Map reading
___Community resources

___Driver's license
___Safety
___Budgeting
___Interest Inventory
___Preparing for job
___Applying for job
___Maintaining job
___Citizenship
___First Aid
___Consumer Economics
___Library use

___Legal system
___Seeking medical help
___Good health habits
___Family planning
___Child rearing
___Government
___Nutrition
___Other (Please state)
____

How much time are you willing and able to spend studying per week?_________

How long do you think it will take to complete your goal?________________

How did you hear about the Adult Learning Center? Newspaper___Radio___

Friend/Relative___Agency (please state)_____________Other__________________

Is their any other information we should know about you?

Adapted from ESL Student Interest Survey
Adult Education Resource Center
Jersey City State College
Jersey City, New Jersey 07305

INTEREST SURVEY

Your adult education teacher can help you learn about many things. You can help your teacher prepare more interesting materials for you by taking a little time to tell the teacher what you would like to talk about and work on in class and what you need to work on in addition to reading, math, and other basic skills.

We are going to list a number of topics. Some you might like to learn about and talk about *very* much. Others might not be interesting at all. Please feel free to give us your honest opinion.

If you would enjoy talking about this and think it is *very interesting*, circle the 3. ③

If you think it might be *interesting*, circle the 2. ②

If you think this topic is *not interesting*, circle the 1. ①

If you have no opinion, circle the 0. ⓪

If you do not understand, circle the X. Ⓧ

f you already know a lot about this topic and do not feel you need to learn more, ircle the +. ⊕

opic	Very Interesting 3	Interesting 2	Not Interesting 1	No Opinion 0	Don't Understand X	Know Enough +
Discuss what kind of job is best for you	3	2	1	0	X	+
Read job descriptions	3	2	1	0	X	+
earn about job qualifications	3	2	1	0	X	+
Discuss how to look for a job	3	2	1	0	X	+
ad newspaper ads for jobs	3	2	1	0	X	+
arn about employment agencies	3	2	1	0	X	+

Topic	Very Interesting 3	Interesting 2	Not Interesting 1	No Opinion 0	Dont Understand X	
7. Discuss how to apply for a job	3	2	1	0	X	+
8. Write resumes	3	2	1	0	X	+
9. Fill out application forms	3	2	1	0	X	+
10. Learn how to take employment tests	3	2	1	0	X	+
1. Learn how to speak in a job interview	3	2	1	0	X	+
2. Learn about deductions from a job paycheck	3	2	1	0	X	+
Discuss job benefits:						
3. vacation time	3	2	1	0	X	+
4. sick leave	3	2	1	0	X	+
5. medical insurance	3	2	1	0	X	+
6. social security	3	2	1	0	X	+
7. pensions	3	2	1	0	X	+
8. life insurance plans	3	2	1	0	X	+
9. unemployment insurance	3	2	1	0	X	+
0. labor unions	3	2	1	0	X	+
Discuss job problems:						
1. lay offs	3	2	1	0	X	+
2. firing	3	2	1	0	X	+
3. quitting	3	2	1	0	X	+
4. Learn how to order and pay in restaurants	3	2	1	0	X	+
5. Read and understand menus	3	2	1	0	X	+
5. How to tip	3	2	1	0	X	+
Discuss and learn how to find and rent an apartment:						
. Reading leases	3	2	1	0	X	+
. Learning about real estate agencies	3	2	1	0	X	+
. Read newspaper ads for apartments	3	2	1	0	X	+
. Learn about hidden costs	3	2	1	0	X	+
. Discuss how to select a location	3	2	1	0	X	+
. Learn the law for renting	3	2	1	0	X	+
Discuss and learn how to find and buy a house:						
. Reading newspaper ads	3	2	1	0	X	+
. Learn about real estate agencies	3	2	1	0	X	+
. Understanding mortgages	3	2	1	0	X	+
. Discuss how to select a location	3	2	1	0	X	+
. How to find a lawyer	3	2	1	0	X	+
. Learn about hidden costs	3	2	1	0	X	+

pic	Very Interesting	Interesting	Not Interesting	No Opinion	Don't Understand	Know Enough
	3	2	1	0	X	+
Learn about how to buy a car by:						
Reading consumer guides	3	2	1	0	X	+
Learn how to get a loan for a car	3	2	1	0	X	+
Reading newspaper ads	3	2	1	0	X	+
Deciding which to buy--a new car or a used car	3	2	1	0	X	+
Learning how to maintain a car by:						
Discussing when to take it to a garage	3	2	1	0	X	+
Learning how to repair it yourself	3	2	1	0	X	+
Discuss how to pay for goods and services:						
When to pay cash	3	2	1	0	X	+
When to take out loans and how to	3	2	1	0	X	+
The good and bad of charge accounts	3	2	1	0	X	+
When to use lay-away	3	2	1	0	X	+
The good and bad of credit cards	3	2	1	0	X	+
How to use a checking account	3	2	1	0	X	+
Discuss how to buy clothes:						
Reading labels	3	2	1	0	X	+
Understanding sizes in the U.S.	3	2	1	0	X	+
The hidden costs of clothes	3	2	1	0	X	+
Discuss how to buy food:						
Learning about unit pricing	3	2	1	0	X	+
The good and the bad of packaging	3	2	1	0	X	+
Learn how to use a bank	3	2	1	0	X	+
Learn how to find the best buy:						
Learn how to compare weights	3	2	1	0	X	+
Learn how to compare sizes	3	2	1	0	X	+
Learn how to compare prices	3	2	1	0	X	+
Learn how to compare quality	3	2	1	0	X	+
Learn about wholesale prices and retail prices	3	2	1	0	X	+
Learn when you can and can not bargain in the U.S.	3	2	1	0	X	+
Learn how to read advertisements to tell legitimate offers from suspicious offers	3	2	1	0	X	+
Discuss warranties and how to use them	3	2	1	0	X	+
Discuss how to exchange goods	3	2	1	0	X	+
Discuss how to buy furniture and appliances	3	2	1	0	X	+

We would like you to now think about all of these topics again. This time do not think about what you would like to learn. Think about what you need to learn. Often we know that we need to learn about something and yet we really are not that interested in the subject.

For example: I have a friend. He needs to learn about how to prepare his income tax. But he really does not like to work with numbers. He has delayed learning how to do his income tax for several years. Each year he has to pay an accountant to prepare the forms.

He needs to learn how to do his taxes. But he does not enjoy learning this.

Sometimes we enjoy talking about a subject. We know a lot about this topic and so we don't need to learn that much about it.

For example: Some of my students like to talk about where they buy their groceries and where they can find the best buys. They know a lot about buying food and how to look for a good bargain.

They don't need to learn about buying food. But they enjoying talking about this.

In the next section, we would like you to indicate which topics you really feel that you need to learn about. You may need to learn about it now or you may be able to use this information in the future.

Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
.7. Discuss what kind of job is best for you	3	2	1	0	X
68. Read job descriptions	3	2	1	0	X
69. Learn about job qualifications	3	2	1	0	X
70. Discuss how to look for a job	3	2	1	0	X
71. Read newspaper ads for jobs	3	2	1	0	X
72. Learn about employment agencies	3	2	1	0	X
73. Discuss how to apply for a job	3	2	1	0	X
74. Write resumes	3	2	1	0	X
75. Fill out application forms	3	2	1	0	X
76. Learn how to take employment tests	3	2	1	0	X
77. Learn how to speak in a job interview	3	2	1	0	X

	Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
78.	Learn about deductions from a job paycheck	3	2	1	0	X
	Discuss job benefits:					
79.	vacation time	3	2	1	0	X
80.	sick leave	3	2	1	0	X
81.	medical insurance	3	2	1	0	X
82.	social security	3	2	1	0	X
83.	pensions	3	2	1	0	X
84.	life insurance plans	3	2	1	0	X
85.	unemployment insurance	3	2	1	0	X
86.	labor unions	3	2	1	0	X
	Discuss job problems:					
87.	lay offs	3	2	1	0	X
88.	firing	3	2	1	0	X
89.	quitting	3	2	1	0	X
90.	Learn how to order and pay in restaurants	3	2	1	0	X
91.	Read and understand menus	3	2	1	0	X
92.	How to tip	3	2	1	0	X
	Discuss and learn how to find and rent an apartment:					
93.	Reading leases	3	2	1	0	X
94.	Learning about real estate agencies	3	2	1	0	X
95.	Read newspaper ads for apartments	3	2	1	0	X
96.	Learn about hidden costs	3	2	1	0	X
97.	Discuss how to select a location	3	2	1	0	X
98.	Learn the law for renting	3	2	1	0	X
	Discuss and learn how to find and buy a house:					
99.	Reading newspaper ads	3	2	1	0	X
00.	Learn about real estate agencies	3	2	1	0	X
[illegible]	Understanding mortgages	3	2	1	0	X
02.	Discuss how to select a location	3	2	1	0	X
03.	How to find a lawyer	3	2	1	0	X
[illegible]	Learn about hidden costs	3	2	1	0	X
	Learn about how to buy a car by:					
[illegible]	Reading consumer guides	3	2	1	0	X
[illegible]	Learn how to get a loan	3	2	1	0	X
07.	Reading newspaper ads	3	2	1	0	X
08.	Deciding which to buy--a new car or a used car	3	2	1	0	X
	Learning how to maintain a car by:					
[illegible]	Knowing when to take it to a garage	3	2	1	0	X
10.	Learning how to repair it yourself	3	2	1	0	X

	Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
	Discuss how to pay for goods and services:					
111.	When to pay cash	3	2	1	0	X
112.	When to take out loans and how to	3	2	1	0	X
113.	The good and the bad of charge accounts	3	2	1	0	X
114.	When to use lay-away	3	2	1	0	X
115.	The good and the bad of credit cards	3	2	1	0	X
116.	How to use a checking account	3	2	1	0	X
	Discuss how to buy clothes:					
117.	Reading labels	3	2	1	0	X
118.	Understanding sizes in the U.S.	3	2	1	0	X
119.	The hidden costs of clothes	3	2	1	0	X
	Discuss how to buy food:					
120.	Learning about unit pricing	3	2	1	0	X
121.	The good and the bad of packaging	3	2	1	0	X
122.	Learn how to use a bank	3	2	1	0	X
	Learn how to find the best buy:					
123.	Learn how to compare weights	3	2	1	0	X
124.	Learn how to compare sizes	3	2	1	0	X
125.	Learn how to compare prices	3	2	1	0	X
126.	Learn how to compare quality	3	2	1	0	X
127.	Learn about wholesale prices and retail prices	3	2	1	0	X
128.	Learn when you can and can not bargain in the U.S.	3	2	1	0	X
129.	Learn how to read advertisements to tell legitimate offers from suspicious offers	3	2	1	0	X
130.	Discuss warranties and how to use them	3	2	1	0	X
131.	Discuss how to exchange goods	3	2	1	0	X
132.	Discuss how to buy furniture and appliances	3	2	1	0	X

If there are any other topics that you enjoy discussing, write them here:

If there are any other topics which you feel you need to learn more about, write them here:

WELCOME TO THE ADULT LEARNING CENTER

You CAN do it and we're here to help ! ! !

*Services of the Adult Learning Center are FREE! Taking the GED costs $10.00 - retakes are $2.00 per section.

*Classes at the ALC are open entry - open exit which means you can start anytime and finish anytime.

*In order to find out what you already know and what you need or want to study, you will be asked to fill out 2 forms and take a pre-test when you enroll.

*Tutoring is done on an individual basis. You and the instructor will establish a Learning Plan for you to follow at your own speed. You will be encouraged to work on your own but don't hesitate to ask for help.

*GED test sections are usually taken one at a time. They are given in the USD Board office.

*The more time you spend in the ALC, the more progress you will see. We recommend a minimum of 4 hours per week.

*We are open 1:30 - 4:30 p.m. Monday thru Friday and 7:00 - 9:00 p.m. Monday thru Thursday. When the public schools are closed due to weather or vacations, so is the ALC.

*Center policies are:

1. Smoking is permitted only in the halls.
2. No children are allowed in the room.
3. There is a $5.00 deposit on each book checked out.
4. Only one Cambridge series book may be checked out at a time.

Congratulations on taking the first step toward a brighter future.

ADULT LEARNING CENTER CALENDAR

August

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
#* 24	25	26	27	28
31				

September

	1	2	3	4
X 7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

2	3	4	5	6
9	10	11	X 12	X 13
16	17	18	19	20
23	24	25	X 26	X 27
30				

December

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
X 21	X 22	X 23	X 24	X 25
X 28	X 29	X 30	X 31	X

January

				X 1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

			1	2
X 5	X 6	X 7	X 8	X 9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
X 24	25	26	# 27	28
31				

June

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

July

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

#Afternoon sessions begin - 8/24

*Evening ABE/GED not in session
Staff Meeting - 8/24

XHolidays:
Labor Day - 9/7
K-NEA Convention - 11/12 & 13
Thanksgiving - 11/26 & 27
Winter Break - 12/21 - 1/3
Spring Break - 4/5 - 9
Memorial Day - 5/24

#ALC closes for summer - 5/27

About the General Educational Development Test

The purpose of the G.E.D. test is to provide a means of measuring the educational achievement of non-high-school graduate adults and to compare their competence with that of high school graduates. The tests themselves are high school level batteries, and comprise five comprehensive examinations: English, social studies, natural sciences, literature, and mathematics.

An equivalency certificate is issued to those persons who successfully complete the five examinations. These certificates are generally acceptable in the same manner as are high school diplomas. In some cases credit towards a high school diploma is earned by satisfactorily completing the G.E.D. test.

Any citizen 18 years of age or older may take the examinations. Those persons 16 and 17 years old may request special permission to take the examinations.

The G.E.D. test is written in three language versions: English, Spanish, and French. Magnetic tape and braille versions are available for those persons who are legally blind or partially sighted. There is also a special test available for the deaf or hearing impaired.

All tests are of the multiple-choice type examination. Each question is followed by 4-5 possible answers. There is only one correct answer, however.

The G.E.D. office is located in the Board of Education offices, City-County building.

The office tests daily, Monday through Friday, from 8:00 a.m.-noon and 1:00-5:00 p.m. The office closes after the 1st week in June and re-opens the 3rd week of August. A $10.00 fee is charged to take the test.

HOW TO TAKE THE GED TEST

The following are some general suggestions for taking the GED:

1. Review factual information (i.e. formulas, rules, etc.) prior to taking the test.
2. Arrive a few minutes early.
3. Choose a comfortable place to sit that is free of distractions.
4. Clear your mind of personal problems.
5. Mentally prepare yourself--relax!
6. Take a break between each test; also take a lunch break, if allowed.
7. Read the directions on each test carefully.
8. Look for answers as you read the question. (Example: Question 5 may give a clue to the answer for Question 2)
9. Read through the entire test before handing it in. Look for mistakes or unanswered questions.
10. Stay calm even if other people finish testing before you do. Many of those people may have guessed at a majority of questions or may not have answered many of the questions.
11. Answer all questions, even if you have to guess.
12. All of the tests are multiple choice questions. If the correct answer is not listed, mark your answer sheet according to the directions given.

The following chart will tell you how many correct answers are needed to pass the GED. The second chart tells the general content of each of the five tests.

TEST	Total Number of Test Items	Number of Correct Answers needed to obtain a score of			Time Limit
		35	45	55	
1 - Writing Skills	80	22	42	58	1¼ hrs
2 - Social Studies	60	18	30	44	1½ hrs
3 - Science	60	14	25	39	1¼ hrs
4 - Reading Skills	40	12	22	32	1 hr
5 - Mathematics	50	14	23	37	1½ hrs

	% of Content Breakdown
TEST 1 - THE WRITING SKILLS TEST (80 Questions)	
Spelling	12½%
Punctuation & Capitalization	12½%
Grammar and Usage	30%
Diction and Style	10%
Sentence Structure	20%
Logic and Organization	15%
TEST 2 - THE SOCIAL STUDIES TEST (60 Questions)	
Economics	20%
Geography	15%
Political Science	20%
History	25%
Behavioral Science	25%
TEST 3 - THE SCIENCE TEST (60 Questions)	
Biology	50%
Earth Science	20%
Chemistry	15%
Physics	15%
TEST 4 - THE READING SKILLS TEST (40 Questions)	
Practical Reading	15%
General Reading	35%
Prose Literature	35%
Poetry	10%
Drama	5%
TEST 5 - THE MATHEMATICS TEST (50 Questions)	
Arithmetic	60%
Geometry	18%
Algebra	22%

ADULT LEARNING CENTER

EVALUATION FORM

We're always trying to improve our center. Your comments will help us do so.

1. How would you rate our center as a place to study?

(Circle one) Excellent Good Fair Poor

2. How would you rate our staff as far as quality of help?

(Circle One) Excellent Good Fair Poor

3. About how many hours did you study at home? __________

4. Has your experience here in our Adult Learning Center changed your feelings about education? In what way?

5. If you feel that we helped you in one or more of the following, please indicate by check marks.

( )Reading
( )Spelling
( )Math
( )English grammer
( )Consumer math
( )Occupational knowledge
( )Parenting
( )Health care
( )Voted for first time
( )Obtained job
( )Better job or salary
( )Personal satisfaction
( )Received driver's license
( )Removed from public assistance (welfare,etc.)
( )Obtained U.S. Citizenship
( )Use of community resources
( )Other (please name)____

6. What are your future plans?
( )Work
( )Get additional education such as ( )College
( )Beauty College
( )KTI
( )LPN School
( )Nurses Training
( )Vocational Training
( )Junior College
( )Business College
( )Adult Education classes
( )Other (please name)____

7. Do you have any comments or suggestions that might make our center better?

____
Your signature only if you wish

PLEASE TELL SOMEONE ABOUT THIS PROGRAM IF YOU FEEL IT HAS BEEN WORTHWHILE!!!!!

QUARTERLY ATTENDANCE REPORT

Program Name: ____________________ Adult Education Director: ____________

Quarter Beginning ________________ Ending ________________ This report should be prepared on or before Septembe 24, December 23, March 24 and June 24 The first quarter enrollment includes only those A.B.E. students enrolled July 1 through September 24.

Sponsoring Agency: ____________________ Address: ____________________ (street) Instructor: ____________________

Attendance Center: ____________________ ____________________ (city)

Legend:
Ethnic Groups
- A-I: Alaskan-Indian
- B: Black
- M: Mexican-American
- O: Oriental(Chinese,Japanese)
- F: Foreign Born
- W: White
- I-C: Indo-Chinese(Laotian, Vietnamese, Cambodian, Taiwanese)

Legend:

Completed	M	F	Total
(1) Basic 1(0-7)			
(2) Basic 2(8-12)			
(UG) Ungraded			
G.E.D.			

Dropped
- Basic 1 ____
- Basic 2 ____
- Ungraded ____
- G.E.D. ____

Promotions
- Basic 1 ____
- Basic 2 ____
- Ungraded ____
- G.E.D. ____

No. New Enrollees This Quarter: ________ No. Enrollees FY 80 Quarter ________

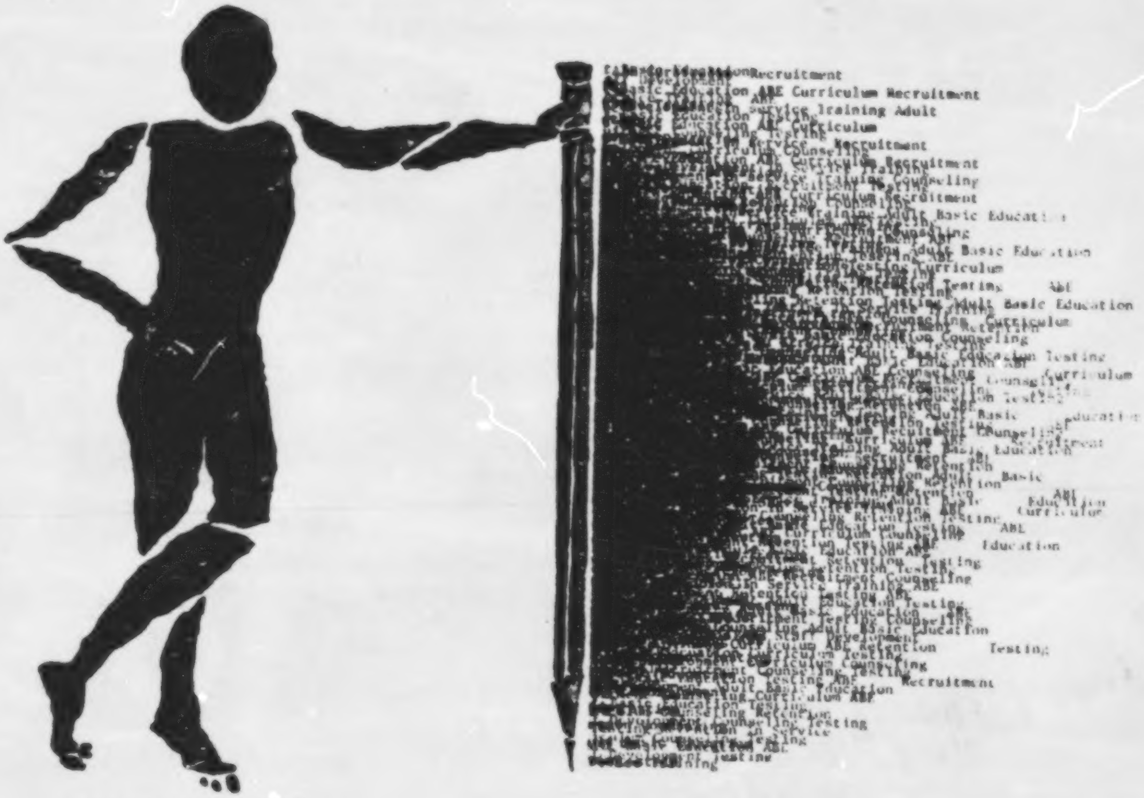
% of FY 80 Quarterly Enrollment: ________

No. Of Carry-Over Enrollees From FY 80 ________ (CO)

Legend:
Target Groups
- (H)Handicapp
- (A)Aging
- (IM)Immigran
- (R)Rural
- (U)Urban
- (WO)Women
- (L)Least Edu
- (M)Minoritie
- (E)E.S.L.

Age	Names Of Students	Ethnic	Grade Level	Sex	Instructional Hours By Quarter 1	2	3	4	Target Group Categories H	A	IM	R	U	WO	L	M	E	CO	Total
	TOTAL																		

Glossary


Recruitment
ABE Curriculum Recruitment
Service Training Adult
Curriculum
Recruitment
Counseling
Adult Basic Education
Curriculum
Testing ABE
Adult Basic Education
Counseling
Testing
Curriculum
Education
Recruitment

GLOSSARY OF TERMS

Many terms used by adult educators and in adult education literature will be new to you. This glossary will define some terms for you. For a more complete glossary you may want to request a copy of Terms, Definitions, Organizations and Councils Associated with Adult Learning, published by the National Advisory Council on Adult Education in July, 1980.

ACADEMIC EDUCATION:	Subject matter which composes the 'standard' curriculum of the public secondary school.
ACCOUNTABILITY:	Responsibility for a specific performance, outcome or result.
ADULT:	Any person past the age of puberty, not enrolled in public schools, functioning in one or more adult life roles and assuming life privileges and responsibilities.
ADULT BASIC EDUCATION (ABE):	Programs designed for adults who have not reached functional competency in basic skills at the 8th grade level. Education for adults whose inability to speak, read or write the English language presents a substantial impairment in their ability to get or keep employment equal to their ability.
ADULT EDUCATION:	Education for adults in which the needs of the adult as perceived by themselves or others are met through organized learning experiences.

ADULT LEARNER:	An adult enrolled in any course of study to develop new skills or improve existing skills.
ADULT LEARNING CENTER:	A place where adults come voluntarily to learn in a structured learning experience. Usually a center within or adjacent to the central business district of a community and open a minimum of 40 hours per week.
ADULT PERFORMANCE LEVEL (APL):	Study begun in 1971 out of which adult competency programs have grown. APL includes the areas of consumer economics, government, law, health, occupational knowledge and community resources.
ANDROGOGY:	The art and science of teaching adults in a climate whereby the adult is given primary consideration.
ANCILLARY SERVICES:	Support activities and resources used to help achieve the objectives of a program, organization or institution.
AREA AGENCY ON AGING (AAA):	An agency mandated by the Older Americans Act to plan and develop programs and delivery systems for the special services needed by older persons.
ASSESSMENT:	The process of measuring and/or evaluating growth.
ASSOCIATIVE LEARNING:	Learning acquired by association of new ideas with something previously known or through the grouping of ideas around a central subject.

BRAIN STORMING:	An unstructured, casual, but supportive discussion of ideas with the emphasis on rapid freewheeling input as opposed to careful considered practical steps.
CAREER EDUCATION:	The conscious structured effort to advance skills toward an occupational goal.
CERTIFICATE OF COMPLETION:	A document verifying the completion, under supervision, of specific learning experiences.
CLASS:	The basic unit in the organized structure of learning. A group meeting regularly for the purpose of being instructed.
CLIENTELE:	A specific sub-group of the population for which there is a special interest, relationship and/or reason for being.
CLUSTER:	A group of ABE programs within a geographic area. The cluster design provides for program and staff interaction and development.
COMMUNICATION SKILLS:	The ability to make oneself understood orally and in writing.
COMPETENCY:	The demonstrated ability to perform a specific task.
COMPETENCY BASED ADULT EDUCATION:	A performance-based process leading to mastery of basic and life skills necessary for individual functioning proficiency in our society.

COURSE:	A planned sequence of activities, over a period of time, leading to the acquisition of skill or knowledge.
CURRICULUM:	A planned sequence of activities or courses.
DATA:	Fact and information used in making decisions.
DIAGNOSIS:	A judgment made concerning a problem and its possible solution using tests or other devices.
DIPLOMA:	Paper given by a school or state educational agency verifying the completion of a course of study.
DISABILITY:	The inability to pursue activities in the 'traditional norm' as a result of social, educational, physical or mental impairment.
DISADVANTAGED:	Not yet reaching the 'idealized norm' because of external forces or conditions.
DROP OUT:	A person who discontinued the educational activity prior to completion.
EDUCATIONAL RESOURCE INFORMATION CENTER (ERIC):	A national information system which obtains and makes available hard-to-find and often unpublished information in education.
ENGLISH AS A SECOND LANGUAGE (ESL):	A program for adults who speak a native language other than English, in which the adult learns to understand, speak, and write the English language.

ENVIRONMENT:	The physical, social, cultural and psychological conditions that act upon and influence the lives of people.
EVALUATION:	The judgment of an activity measuring the extent to which the objectives of the activity were obtained.
EXPERIENTIAL LEARNING:	Learning through experience. Learning activities planned to provide the learner with an opportunity to actually experience that which is to be learned.
FACILITATOR:	A person who makes a particular act(s) possible by his/her presence and know-how.
FEEDBACK:	A process whereby information on an activity or program is brought back to those responsible for the activity or program for the purpose of program improvement and/or renewal.
FUNCTIONAL LITERACY:	That amount of ability in reading and communication skills which will permit an individual to perform duties and assume responsibilities above the minimal competency level.
GENERAL EDUCATION DEVELOPMENT (GED):	A means of measuring the proficiency of persons in comparison with high school graduates. Provides a second chance for adults who did not complete the formal secondary schooling.

GUIDANCE:	A process of obtaining information or alternatives so that an individual can make his/her own choices and decisions.
HIGH SCHOOL EQUIVALENCY:	The granting of high school completion status by virtue of demonstrated ability in place of fulfillment of regular course requirements.
HOME STUDY:	Courses or curriculum designed for those unable to attend class; usually done by correspondence.
ILLITERATE:	Lacking functional skills in mathematics, reading, writing and/or speaking.
IMMIGRANT:	A person possessing foreign citizenship who comes into the country to establish permanent residence.
INDIVIDUALIZED INSTRUCTION:	A process whereby diagnosis and instruction are provided to meet the individual needs, functioning level and learning style of the individual.
IN-SERVICE:	Various activities, experiences and training exercises designed to help those engaged in the profession to perform more effectively and efficiently that which they are already doing reasonably well.
LEAST EDUCATED-MOST IN NEED:	Those whose educational functioning is at or below the 8th grade level and whose economic status is at or below the poverty

	level. Determination of this 'level' may be influenced by age, race, native language, institutionalization, employment status and/or handicap.
LIFE EXPERIENCE:	Those daily experiences obtained through work, social and/or recreational activities which contribute to the growth and knowledge attainment of the individual.
LIFE LONG LEARNING:	The process by which an adult continues to acquire, in a conscious manner, formal and/or informal education throughout his/her life, either for vocational or personal development.
LIFE SKILLS:	Skills and abilities essential to successful day-in, day-out functioning within the society as an adult.
LIMITED ENGLISH PROFICIENCY:	Ability to communicate in English at a minimal level; insufficient English ability to function at a minimal competency level in American society.
LITERATE:	Educated; ability to read and write to a degree that duties and responsibilities of adulthood are completed with ease.
NON-READER:	Inability to interpret the written word. A non-reader may, and quite often does, function well in the areas of oral communication and mathematics.

OUTREACH	Expansion of adult education program services to reach underserved and/or special target populations. Frequently used to classify service locations in geographic locations other than that of the chief administrative unit.
PEDAGOGY:	The science of teaching: the theory of the teaching of how to teach. Sometimes designated as the art and science of teaching children.
READABILITY:	An expression of the ease with which material may be read.
READABILITY FORMULA:	Equations for establishing text book and/or leasure reading readabilities. Most commonly used are the Fry, Spache and Gunning.
READING LEVEL:	The level reached by readers as measured by an informal inventory or standardized test, frustration level, so many mistakes that the individual is uncomfortable; instructional level, one grade above the frustration level; recreational level, one grade above the instructional level.
REFUGEE:	A person who flees his/her native land to take refuge in another country to escape danger, persecution and/or political upheavals.
RELIABILITY:	The extent to which a device (test), will provide the same measurement when it is repeated.

RURAL:	A community whose population is 2,500 or less.
SATELLITE:	An outreach location usually associated with a full time administrative center and providing the same services on a limited time basis.
SEQUENTIAL LEARNING:	(1) A learning process which provides for increasing difficulty and abstract learning to be built upon previously acquired skills and knowledge. (2) A learning plan which builds toward a desired outcome through a series of tasks and experiences which increase in difficulty.
STATE PLAN:	An agreement between the state and federal government to carry out the purpose of the Adult Education Act.
STATUTE:	A law enacted by the legislative branch of government.
STUDENT:	Any person participating in a formal or informal program.
TEACHER:	One who shares knowledge, insight, sensitivity, and skills with persons in a learning situation; one who, through sensitivity and insight, assists others in acquiring new skills and abilities.
URBAN:	A community whose population is 100,000 or more.
UPGRADING:	Raising the performance or functioning level.

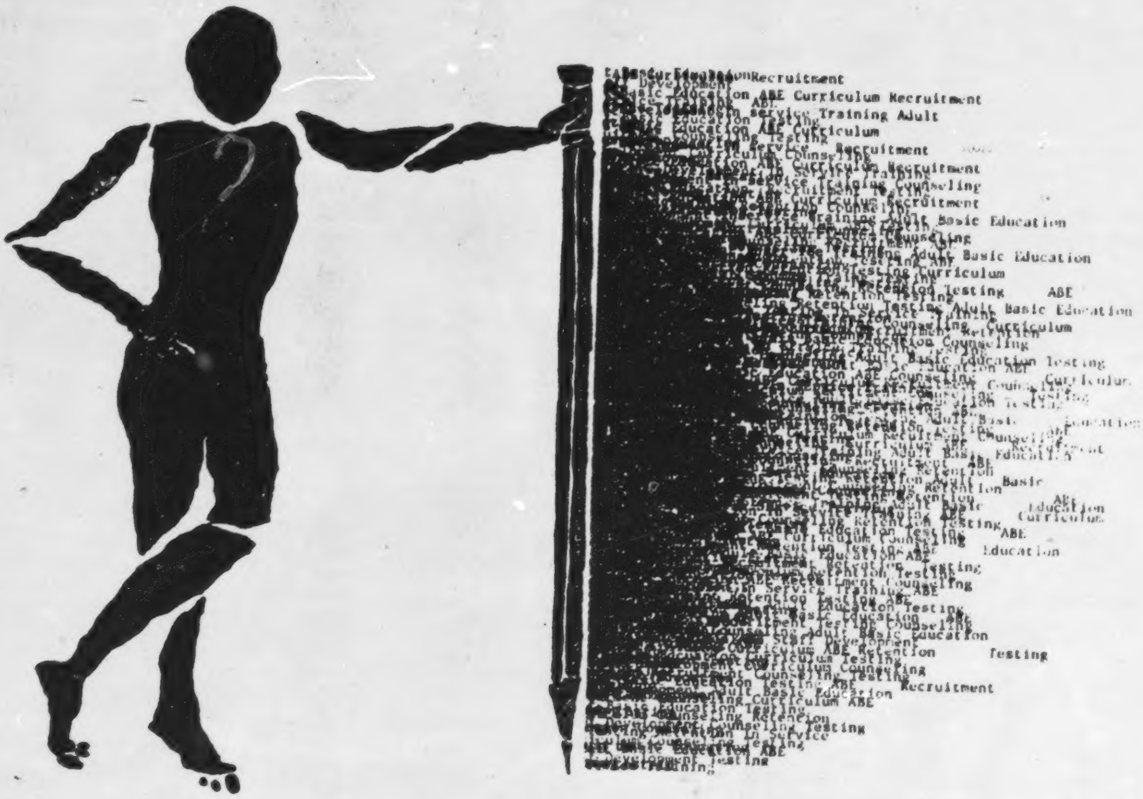
VALIDITY:	The extent to which a device (test) measures what it is supposed to measure.
VOLUNTEER:	A person who performs a task without expectation of compensation.

GLOSSARY OF ACRONYMS

AAA	Area Agency on Aging
ABE	Adult Basic Education
AEA	Adult Education Association
ALC	Adult Learning Center
APL	Adult Performance Level
CAP	Community Action Program
CBAE	Competency Based Adult Education
CETA	Comprehensive Employment and Training Act
CORE	Congress of Racial Equality
CRC	Community Resource Center
EIC	Educational Information Center
EOA	Economic Opportunity Act
ERIC	Educational Resource Information Center
ESL	English as a Second Language
GAE	General Adult Education
GED	General Education Development (test)
HEW	Health, Education, and Welfare, Department of
HUD	Housing and Urban Development
KAEA	Kansas Adult Education Association
KACAE	Kansas Advisory Council on Adult Education
LEA	Local Education Association
MDTA	Maypower Development Training Act
MVAEA	Missouri Valley Adult Education Association

NACAE	National Advisory Council on Adult Education
NALA	National Affiliation for Literacy Advancement
NAPCAE	National Association for Public Continuing and Adult Education
NEA	National Education Association
OJT	On the Job Training
SAE	Secondary Adult Education
TESOL	Teaching English to Speakers of Other Languages
VISTA	Volunteers in Service to America
WIN	Work Incentive

Appendices


Recruitment
ABE Curriculum Recruitment
Service Training Adult
Adult Basic Education
Adult Basic Education
Testing Curriculum
ABE
Testing Adult Basic Education
Curriculum
Recruitment

OBJECTIVE STATEMENTS FOR HANDBOOK AREAS

I. An ABE teacher knows how to

1. recruit students
2. make intake a positive and informative experience
3. guide and counsel students
4. retain students
5. refer students to other agencies for help.

II. An ABE teacher knows

1. the goals, history, and purpose of adult education
2. the definitions related to adult education
3. the demographics which affect the teacher's local programs.

III. An ABE teacher knows

1. the characteristics of ABE students
    a. economic
    b. social
    c. psychological
    d. learner
2. the characteristics of (successful) ABE teachers
    a. attitudinal
    b. instructional

IV. An ABE teacher knows how to

1. apply principles of adult learning to instructional situations
2. adapt instruction to the needs, interests, and abilities of adults
3. arrange flexible learning situations
4. provide multi-modal instructional resources
5. select and use techniques appropriate to particular learning tasks
6. design and evaluate general and specific learning objectives

V. An ABE teacher knows

1. the skills and knowledge teachers need to be successful
    a. content knowledge
    b. learner characteristics
    c. interpersonal skills
    d. diagnostic-prescriptive skills
2. the skills students need to meet their goals
    a. basic skills
    b. GED skills
    c. life skills

VI. An ABE teacher knows

1. the principles of curriculum development
2. the generally available and most used materials
3. the various levels and formats of materials
4. the means for evaluating any material
5. the resources available to help teachers meet student needs

VII. An ABE teacher knows how to

1. maintain records on individual students
2. complete necessary reports for the local program
3. present and enforce center policies and rules
4. interpret and utilize information found on forms

VIII. An ABE teacher knows how to

1. assess students on entry to place them at the appropriate instructional level
2. diagnose strengths and weaknesses in specific skill areas to provide remediation
3. evaluate student progress
4. test for certification or completion
5. relieve students' test anxieties

Summary of Major Revisions

Adult Education Act, 1966—1978

The major revisions in the Adult Education Act from 1966 to 1978 are reported in this section under the headings used in the legislation. The year and public law number have been included for each of the noted changes.

Statement of Purpose

P.L. 89–750 (1966): to encourage and expand basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens.

P.L. 91–230 (1970): to expand educational opportunity and encourage the establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive and responsible citizens.

P.L. 95–561 (1978): to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will:

—enable all adults to acquire basic skills necessary to function in society,

—enable adults who so desire to continue their education to at least the level of completion of secondary school, and

—make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

Definitions

P.L. 89–750 (1966): *Adult:* any individual who has attained the age of eighteen.

P.L. 91-230 (1970): *Adult:* any individual who has attained the age of sixteen

added definitions of *academic education* and *institution of higher education*

P.L. 93-380 (1974): added definition of *community school program*

P.L. 95-561 (1978): *Adult:* (to be served by adult education) adds who "lack sufficient mastery of basic educational skills to enable them to function effectively in society."

Grants to States

P.L. 89-750 (1966): established a distribution formula based on the proportion of adults in the state who had completed five grades of school or less.

P.L. 90-247 (1968): provided a base allotment of $100,000 for each state; federal share of the cost of programs in the Trust Territory of the Pacific Islands was set at 100 per cent

P.L. 91-230 (1970): provided a base allotment of $150,000 for each state; established a distribution formula based on the proportion of adults not enrolled in school and who do not have a certificate of graduation from secondary school; authorized an additional appropriation, not to exceed five per cent of the sums appropriated for programs to pay the cost of administration and development of the state plan

P.L. 93-380 (1974): reduced the allotment for Guam, American Samoa, the Trust Territory of the Pacific Islands, and the Virgin Islands from two per cent to no more than one per cent of appropriated funds. The Commonwealth of Puerto Rico was defined as a state for the purposes of this section

Eligible Grant Recipients

P.L. 90-247 (1968): private nonprofit agencies were included as eligible grant recipients

Special Experimental Demonstration Projects and Teacher Training

P.L. 89–750 (1966): not less than 10 per cent nor more than 20 per cent of funds appropriated be reserved to the Commissioner to make special project grants or to provide teacher training grants

P.L. 93–380 (1974): 15 per cent of the state grant was to be used for special projects and for teacher training

P.L. 95–561 (1978): not less than 10 per cent of the state grant must be used for demonstration and teacher training. Special demonstration projects are specified as those which:

—involve the use of innovative methods, including methods for educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, or

—involve programs of adult education, including education for persons of limited English-speaking ability, which are part of community school programs, carried out in cooperation with other Federal, federally assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies.

State Plan Requirements

P.L. 91–230 (1970): provided that special emphasis be given to adult basic education programs

P.L. 93–380 (1974): four requirements were added:

—programs for institutionalized adults

—provisions for cooperation with manpower development and training programs, occupational education programs and reading improvement programs

—not more than 20 per cent of state grant funds can be used for adult secondary programs

—special assistance for persons of limited English-speaking ability by providing bilingual programs

P.L. 95–561 (1978): the law went into far greater detail in setting state plan requirements than earlier laws. These included:

—describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school systems, such as business, labor unions, libraries, institutions of higher education, public health authorities, antipoverty programs, and community organizations;

—describe the means by which representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, State and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults, and other entities in the State concerned with adult education have been involved in the development of the plan and will continue to be involved in carrying out the plan, especially with regard to the expansion of the delivery of adult education services through those agencies, institutions, and organizations;

—describe the efforts to be undertaken by the State to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs;

—provide that special emphasis be given to adult basic education programs except where such needs are shown to have been met in the State;

—provide that special assistance be given to the needs of persons with limited English proficiency (as defined in section 703(a) of title VII of the Elementary and Secondary Education Act of 1965) by providing a bilingual adult education program of instruction in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under title VII and bilingual vocational education programs under the Vocational Education Act of 1963;

—demonstrate that the special educational needs of adult immigrants in the State have been examined, and provide for the implementation of adult education and adult basic education programs for immigrants to meet existing needs.

National Advisory Council on Adult Education

P.L. 89–750 (1966):	established an eight-member Advisory Committee on Adult Basic Education
P.L. 91–230 (1970):	established a 15-member National Advisory Council on Adult Education

Improvement of Educational Opportunities for Special Populations

P.L. 92–318 (1972):	added a section authorizing programs for adult Indians
P.L. 93–380 (1974):	authorized special projects for the elderly
P.L. 95–561 (1978):	authorized special projects for Indochinese refugees and adult immigrants

State Advisory Councils

P.L. 93–380 (1974):	established state advisory councils

Research, Development, Dissemination, Evaluation and Information Clearinghouse

P.L. 95–561 (1978):	subject to appropriations, the Secretary of Education is authorized to conduct directly or through grants a wide variety of programs, including: —develop new and promising approaches and innovative methods which are designed to address those problems and which may have national significance; —determine, using appropriate objective evaluation criteria, which projects have achieved their stated goals and are capable of achieving comparable levels of effectiveness at additional locations; —disseminate throughout the nation information about those approaches or methods pertaining to adult basic education which are most effective, by establishing and operating a clearinghouse on adult education, and evaluate the effectiveness of the programs conducted under this Act.

Selected Statistics of Adult Education State Grant Programs Aggregate United States, Fiscal Years 1965-1966, 1970, 1974-1980[1]

(Amounts in Thousands of Dollars)

Federal Funds	$3,147	$32,562	$37,992	$59,526	$87,770	$ 67,500	$ 71,500	$ 80,500	$ 90,750	$100,000
State and Local	4,797	9,919	12,461	27,296	43,230	41,125	41,992	51,477	63,064	Not Available
TOTAL	$7,944	$42,481	$50,453	$86,822	$131,000	$108,625	$113,492	$131,977	$153,814	
Enrollment	37,991	377,660	535,613	956,401	1,221,210	1,651,094	1,686,276	1,760,000	1,922,000	—
Male	—	—	43	44	45	45	45	42	45	—
Female	—	—	57	56	55	55	55	58	55	—
TOTAL	—	—	100	100	100	100	100	100	100	—
16-24	—	15[2]	26[2]	37	40	42	41	41	41	—
25-34	—	26	27	27	28	27	27	27	27	—
35-44	—	17	24	18	16	16	16	16	16	—
45-54	—	20	13	10	9	8	9	9	9	—
55-64	—	10	7	5	4	4	4	4	4	—
65 & over	—	2	3	3	3	3	3	3	3	—
TOTAL	—	100	100	100	100	100	100	100	100	—

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[1] Information on years not listed is available—U.S. Department of Education

[2] Includes only 16–24 year old enrollees

* Estimated

A COLLECTION OF SOME RECRUITING PROCEDURES IN ADULT EDUCATION

Department of Adult Education
Kansas State University
December 1970

I. GENERAL SUGGESTIONS:

The best time for distribution of printed materials is about three weeks in advance of the program.

The program should be built with a slogan, title, symbol, distinctive lettering etc. for long-term identification.

Adults are more likely to participate if the fundamental questions of who, what, where and why are told in the materials.

The adult educator should make and maintain personal contacts with the representatives of the news media.

II. POINTS TO CONSIDER IN PRINTING AND ADVERTISING PROGRAMS:

1. Schedule of the program
2. Benefits to be gained by attendance
3. Nature of the sponsors of the program
4. Leaders of the activities
5. Cost to the participants
6. Location of the program
7. Procedures for enrolling

III. DISTRIBUTION OF PRINTED MATERIALS:

1. Send home with children from school
2. Industrial plants
3. Job shops
4. Libraries
5. Educational officers of military establishments
6. Welcomewagon ladies
7. Barbershops and hairdressers, laundromats and grocery stores
8. Bank statements, light and water statements
9. Settlement houses

RECRUITING PROCEDURES, continued

10. Unemployment, welfare and public health centers

11. Scout meetings

12. P.T.A. Meetings

13. Housing authority receipts

14. Lodges, ethnic and veterans organizations

15. Vocational rehabilitations

16. Head-start programs

17. Legal aid organizations

18. Mailing lists

    a. Union memberships

    b. High school dropout lists over a number of years

    c. Business and professional societies

    d. Present and past adult education students

    e. Business and industrial lists

    f. Alien registration and naturalization lists

    g. Vocational rehabilitation lists

    h. Welfare lists

IV. NEWSPAPER RECRUITING PROGRAMS:

1. Plan a schedule of advertising

2. Use a relatively large number of small ads

3. Have eye-catching headlines

4. Make ads easy to read and specific in detail

5. Notify reporters of programs and submit properly written accounts of activities

6. Utilize neighborhood papers, shoppers guides, ethnic papers in addition to regular daily and weekly editions

7. Use bilingual vocabulary when reaching out for an ESL program

RECRUITING PROCEDURES, continued

V. RADIO AND TELEVISION PROGRAMS:

Very important because many clients rely so heavily on oral messages.

1. Submit news stories and notify of programs well in advance.
2. Use spot announcements, consider timing
3. Present interviews with staff and participants
4. Use telecourses involving the broadcasting of class sessions
5. Utilize ethnic oriented stations

VI. POSTERS AND DISPLAYS

1. Utilize windows and lobbies of stores and theaters.
2. Use laundromat bulletin boards
3. Consider booths and displays in country fairs, state fairs and parades
4. Utilize industrial plant entrances and cafeterias
5. Display at P.T.A. meetings
6. Utilize lodges, fraternal and veteran's buildings
7. Displays in food stamp offices
8. Posters in barbershops and hairdressers' shops
9. Posters on buses and beside timeclocks
10. Posters in driver's license offices
11. Posters and displays in labor union halls
12. Posters and displays in neighborhood grocery stores
13. Displays and posters in public health centers
14. Displays and posters in employment centers

VII. WORD OF MOUTH (considered the most effective single method)

1. Teachers in AE and in public school programs
2. Employers
3. Church leaders

RECRUITING PROCEDURES, continued

4. Neighborhood and plant sound trucks and speaker systems
5. Former students
6. Telephone committees (invitation and reminders)
7. Community workers, social workers, welfare workers, postmen, milkmen
8. Influential neighborhood and community leaders - local politicians
9. VISTA workers
10. Drivers examiners
11. Bartenders
12. Speaker's bureau (carry AE message to organizations)
13. Paid recruiters
14. Advisory councils
15. Supervisors of day-care centers

VIII. MISCELLANEOUS RECRUITING SUGGESTIONS:

Advertising signs on adult education building (avoid commercial concept)

Develop open-house programs including the holding of civic, fraternal and other group meetings in the AE facilities

Remember, a good program will develop recruiters - testimonials are often effective recruiting devices

Provide transportation and lighted parking lots and make this known in your advertising

NOTE: The Adult and Occupational Education Department at KSU has a collection of pamphlets, fliers and posters of AE programs throughout the country which can be utilized as models. In addition, the staff will be happy to help any local AE program in planning a recruiting program.

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